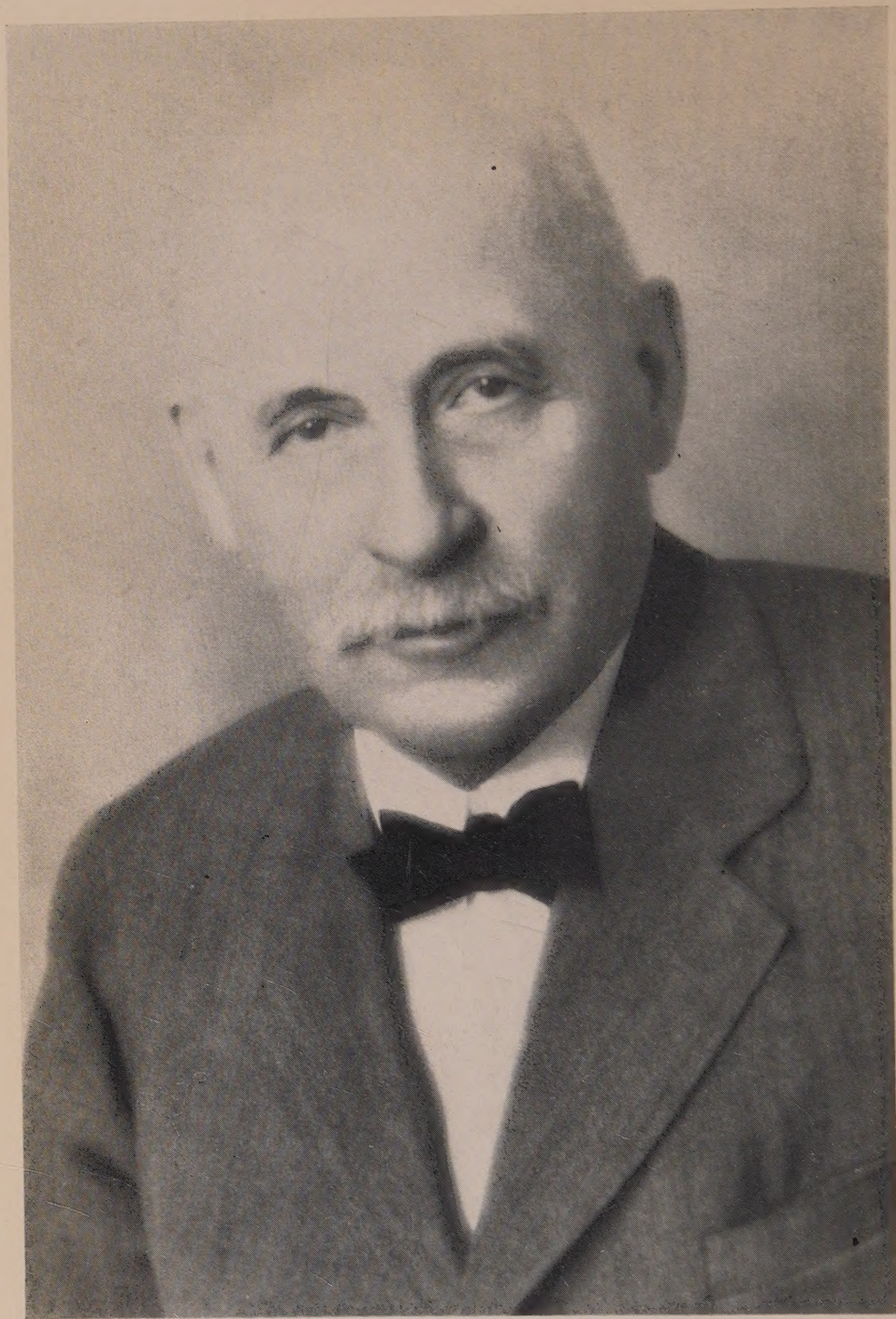


THE NORTH CENTRAL ASSOCIATION
QUARTERLY

Volume X CONTENTS FOR JANUARY Number 3

ASSOCIATION NOTES AND EDITORIAL COMMENTS	281
WHO SHALL CONTROL THE NORTH CENTRAL ASSOCIATION? J. T. Giles	285
TRENDS IN THE DEVELOPMENT OF SECONDARY SCHOOLS H. G. Hotz	287
SYMPOSIUM ON THE APPLICATION OF THE STATEMENT OF POLICY	298
Paper Number One, President E. E. Rall (298)	
Paper Number Two, President J. H. Reynolds (303)	
Paper Number Three, Dean A. J. Brumbaugh (306)	
Paper Number Four, President O. R. Latham (312)	
Paper Number Five, Dean C. H. Oldfather (316)	
Paper Number Six, Dr. John Dale Russell (322)	
Paper Number Seven, Dean Alphonse M. Schwitalla (330)	
Paper Number Eight, Dr. Stacy R. Black (341)	
Paper Number Nine, President V. F. Schwalm (343)	
Paper Number Ten, Dean Julian L. Maline (344)	
Paper Number Eleven, President J. H. Ames (346)	
Paper Number Twelve, President John L. Seaton (347)	
EXPERIMENTAL COLLEGE ENTRANCE UNITS	349
I. Foreword, H. H. Ryan (349)	
II. The Social Studies as the Core Curriculum Base, J. E. Stonecipher (349)	
III. A Fused Course in History and English for the Tenth Grade, M. P. Gaffney (353)	
IV. An Experiment in Constructive Thinking with Tenth Grade Pupils, R. B. Patin (356)	
V. A Modified Program in Science, R. W. Osborne (359)	
THE RISE OF THE NORTH CENTRAL ASSOCIATION John Erle Grinnell	365
RECORD OF ATTENDANCE AT THE ANNUAL MEETING, 1935	383

EDUCATIONAL INDEX
Not to be taken from this office
JAN 13 1936
Received
Indexed
Dec. Completed
1/19/36



GEORGE NOBLE CARMAN

THE NORTH CENTRAL ASSOCIATION QUARTERLY

Volume X

JANUARY, 1936

Number 3

ASSOCIATION NOTES AND EDITORIAL COMMENTS

ONCE again committees are making arrangements for the Association's annual meeting. This will be held in the Stevens Hotel, Chicago, on Thursday, Friday and Saturday, April 23, 24, and 25. An unusually stimulating program is being prepared and some very important issues are likely to be developed. The usual number of meetings of the various Commissions, the annual spirited Conference of Principals, and other pre-convention assemblies will be held.

A PROPOSED CONSTITUTIONAL AMENDMENT

At the April meeting of the Association a constitutional amendment will be up for consideration and vote. This amendment relates to Section 3 of Article IV (Officers and Committees). As proposed it reads:

The Executive Committee of the North Central Association shall consist of the President, the President of the next preceding year, the Secretary, the Treasurer, four additional members, one of whom shall be elected each year for a term of four years, and the Chairman of each of the Commissions provided for in Section 2. In 1937, two of the four elective members of the Executive Committee shall be elected one for four years and one for two years; in 1938 one shall be elected for four years and one for two years; and thereafter one each year as provided above.)

The remainder of Section 3 is not to be changed.

The import of this amendment is to make the terms of the *elected* members of the Executive Committee four years in length instead of two.

INCREASING THE SIZE OF COMMISSIONS

For nearly three years now the Commission on Secondary Schools has considered at length the question of increasing the number of members comprising each state's committee. There have been arguments pro and con; there have also been some strong convictions held respecting the matter. At the April meeting (1935) the Commission tabled a resolution looking toward modification, with the understanding that this year (1936) the question would, if possible, be definitely settled one way or another.

In this issue of the *QUARTERLY* Mr. J. T. Giles of Wisconsin is publishing an article relating to the whole matter. He says that although he himself has very strong convictions on the subject he has endeavored to treat the topic in a balanced way. Interested readers must judge for themselves whether he has succeeded in concealing his own true prejudices.

A. A. REED RECOVERING

Members of the Association will be glad to learn that Dr. A. A. Reed of the University of Nebraska, who for many

years has been one of the wheel-horses of the Association, is making a remarkable recovery from his recent physical breakdown. The good wishes of the Association go out to him.

DR. HOTZ'S SUMMARIES

At the last meeting of the Association in April 1935, Dr. H. G. Hotz declined re-election as Secretary of the Commission on Secondary Schools, a position which he had held for five years. However, since it was he who compiled all the detailed accrediting data for the Commission for the year 1934-1935 it was thought desirable that he should complete the studies incident thereto and summarize the reports. These reports—always elaborate and painstaking—are presented in this issue of the *QUARTERLY*. They make interesting reading and are full of significant facts. The Association owes Dr. Hotz a deep debt of gratitude for the indefatigable work he has done for the Commission during all these years in which he has served as one of its secretaries. The Association appreciates his services.

SYMPOSIUM OF POLICY

Members of the Association will recall that two years ago the procedures in reference to the accrediting of colleges and universities underwent an almost revolutionary change. Instead of accrediting being based on a number of formal items of fact meticulously scanned and strictly construed, it was based on a policy of a balanced judgment. That is, eligibility for membership was made dependent upon "the character of an institution as a whole."

After the new procedures had been carried out for one year the Commission scheduled a "Symposium" in which the advantages and disadvantages of the new policy were discussed at length. The formal papers presented at this first sym-

posium (in April, 1935) are printed in this issue of the *QUARTERLY*. A perusal of them should furnish much help to members who have heretofore been somewhat uncertain as to how the new proposals are to be administered.

THE RISE OF THE ASSOCIATION

In April, 1935, the *QUARTERLY* included Parts I, II, and III of an elaborate study dealing with the early history of the Association. The writer was Mr. Erle Grinnell of Stout Institute. Lack of space has prevented the inclusion of other sections of this work until now. The present divisions carry the account from 1901 down to 1905. Other parts of the study will appear in the April issue.

SURVEY OF EDUCATIONAL FILMS

A survey to list all motion pictures which have an educational value is being conducted jointly by the U.S. Office of Education and the American Council on Education in Washington. This includes not only the strict classroom film, but subjects useful to medical students, scientific workers, vocational classes, C.C.C. camps, teachers and other specialized educational groups. The survey is being made under a grant from the General Education Board and is part of the work being carried on by the American Council on Education in connection with its sponsorship of the proposed American Educational Film Institute.

More than 10,000 film catalog cards have been mailed to 1800 sources of films in this country. This card covers nearly 100 items which will result in accurate information being filed in one central office covering information necessary to judge the adaptability of the film to specific educational needs. Supplemental analyses and listings will be prepared and publicized in an appropriate manner.

Both agencies cooperating in this survey desire that this central information file be made as complete as possible. Any person or organization that has produced, now owns or has the exclusive distribution rights to any motion picture that should be included in this list, and who has not received the film catalog cards sent out under this survey, will be sent a supply of the cards upon writing to the American Council on Education at 744 Jackson Place, Washington, D.C.

GEORGE NOBLE CARMAN

It is with much pleasure that the QUARTERLY carries in this issue a likeness of one of the Association's oldest and best beloved members, Dr. George N. Carman. The following appreciation of him and his work is offered.

Dr. Carman was director of the Lewis Institute in Chicago from 1895 to 1935. He resigned that position on September 1, being in his eightieth year. He has also been closely identified with the North Central Association since its organization in 1895.

Mr. Carman was born in North Walworth (now Lincoln), Wayne County, New York in 1856. His parents moved to Michigan in 1869 in order to give their children better educational advantages than were possible in western New York at that time. They lived on a farm adjoining the village of Fenton, and George attended school in Fenton until 1875, when he was graduated from the high school and entered the University of Michigan, where he was in attendance until January, 1877. He left the university to teach in Fenton in the room which he entered as a pupil at the age of twelve.

In September, 1878, he re-entered the university and attended for two years, graduating with the degree of A.B. in 1881. During the year following graduation, he was principal of the Ypsilanti High School. In 1882 he became superin-

tendent of schools, and principal of the high school in Union City, Michigan. In April, 1885 he became principal of Public School Number 15 in Brooklyn, New York, where he was associated with William H. Maxwell, who afterwards became well known as superintendent of the schools of New York City. In September, 1889 Mr. Carman was made principal of the Central High School in St. Paul, Minnesota. He came to Chicago in 1893 as associate professor of English in the University of Chicago and dean of the Morgan Park Academy.

On the recommendation of President Harper, he was appointed the first director of Lewis Institute in 1895. His administration of Lewis Institute has been characterized by intense devotion to the individual interests of students. From the first, he followed the practice of personally supervising the registration of everyone who took courses at the Institute. Under his guidance the institution has developed from a secondary school with a junior college to a four-year college. One important development of the institution's organization has been a flourishing night school where adults and young people, who, for one reason or another, have found it impossible to attend day classes, have been given the opportunity of completing the requirements for high-school and college graduation. In addition to those who are candidates for degrees, a large number of individuals regularly attend general courses. A group of engineering departments constitute a part of the Institute's equipment. Through these departments the Institute has come into close contact with the industries of the city. Many of the leading alumni occupy prominent positions in the industries of Chicago.

At the organization of the North Central Association, in 1895, Dr. Carman was made treasurer of the Association, which office he held until he became pres-

ident of the Association in 1901. He served as secretary of the Commission on Accredited Schools from its organization in 1901 until 1907, when he became chairman of the Commission on Accredited Schools and Colleges, which position he held until 1916. When the revised constitution was adopted, Dr. Carman became a member of the Commission on Unit Courses and Curricula and later of the Commission on Institutions of Higher Education. He has attended every meeting of the Association except the one held in St. Louis in 1917. Throughout

the pioneering period of the Association's life, he was conspicuous in all the councils of the organization. He helped to perfect the earlier plans of procedure and was prominent in bringing about the reorganization which led to the present methods of preparing approved lists of both secondary schools and colleges.

Since his retirement in September, Dr. Carman has taken up his residence on his farm in Michigan. Here he devotes himself to the preparation of a history of Lewis Institute and to the outdoor life which has always been his avocation.

CALL TO NORTH CENTRAL PRINCIPALS

The conference of principals and other secondary school administrators with the members of the Commission on Secondary Schools will again be one of the features of the North Central Association program this spring. The exact date is the evening of Thursday, April 23, with dinner at six. Last year three hundred attended and we shall provide a place this year for a still larger number. Every principal attending the North Central sessions is urged to be present at this live conference. The place will be announced in all the Commissions.

Furthermore, that the questions may be your questions and problems, will you not send to the Chairman of the Commission by March 1 any questions of standards, of cooperation, of interpretation of policies that may have arisen out of your relations with the Association. These will constitute the main line of the discussions.

F. L. HUNT

Chairman of the Commission on Secondary Schools

*North central
association of
colleges and
secondary
schools*

WHO SHALL CONTROL THE NORTH CENTRAL ASSOCIATION?

J. T. GILES

Madison Wisconsin

HISTORICALLY, the development of the secondary school has been dominated by the college. Its program of studies has been very generally determined by national committees composed almost entirely of college professors. The secondary school curriculum has consisted chiefly of logically arranged subject matter from the various fields of knowledge presented in textbook form by college specialists in these fields. Methods of instruction have been very similar to those used by the college professors whose classes the high school teachers attended. The function of the early high school was chiefly to prepare its pupils for college entrance and most of its graduates actually entered some higher institution of learning.

Since the beginning of the present century, however, the public high school has sought to free itself from the dominating influences of the university and college. The old classical curriculum, inherited directly from the college itself has been augmented and enriched, first by the addition of the natural and social sciences and later by the introduction of vocational studies and the fine arts. A new and growing science of education has pointed out not only the weaknesses of the old static curriculum and formal methods of teaching but it has laid a scientific foundation on which we may build a new secondary school, better adapted to the needs, capacities, and interests of the rising horde of youth who throng its doors. There is also a growing belief among those most interested in the high school that its function is no longer dominantly college preparation but is con-

cerned far more with pupil activities in the larger areas of institutional living, occupational orientation, healthful recreation, and a wiser use of leisure time. The guidance function of the high school is recognized as of growing importance and in the discharge of that duty selection of pupils for college is indicated by numerous recent studies to be more valid than selection of courses supposed to be college preparatory.

In the exercise of this dominating influence of the college over the high school the various accrediting agencies have of necessity been potent factors. It is not the purpose of this article to raise any issue as to the beneficent or maleficent effects of these associations in the past on the developing high school. We may well assume that these powerful organizations have a definite and recognized place and function in establishing desirable relationships between these two groups of institutions. We must also recognize the quite radical changes now going on within these agencies which will modify greatly the traditional machinery for establishing such relations. The question raised here is merely whether, after forty years of North Central history, the time has come to give to the high schools themselves a larger representation in the government of the Association.

The constitution provides that the voting membership of the Association shall consist of the executive heads of the member secondary schools and institutions of higher education, the officers of the Association, and the members of the Commissions. The membership is distributed at present as follows: 2580 sec-

ondary schools; 54 junior colleges; 228 colleges and universities; and 167 officers and commission members. Theoretically the secondary school members have an overwhelming majority vote at the annual meeting. Actually very few high school executives, outside of the commission members, attend this meeting, while many heads of higher institutions are present. The reason for this situation is obvious.

Most of the business of the Association is carried on by the Commissions, the Association approving their action. The voting in the Commissions is limited to the membership present. The membership of the Secondary Commission is 78, of whom at the present time 29 are high school executives, the remaining 49 coming from colleges (20), state departments (20), and superintendents' offices (9). This means that the secondary principals are a hopeless minority in the body which has most to do with their affairs. In the State Committees which make up the bulk of the Secondary Commission, they have one representative out of three and he is nominated by the executive committee of the Association.

There is a growing feeling among the high school executives that they should have a larger representation on the State Committees and a controlling vote in the Secondary Commission. The basic reason for this feeling has been stated in the beginning paragraphs of this article. The conservative attitudes of college executives and their staffs is generally recognized and has been objectively demonstrated. Undoubtedly those charged with the progressive reorganization of

secondary education now in process, should be as free as possible to apply accepted principles of psychology and of philosophy in their work without interference, but rather with cooperation, from other educational agencies. The machinery of the North Central Association should be such as to foster this cooperation.

A proposed amendment to the constitution of the N.C.A. provides for the addition of two more high school executives to each State Committee, thus giving secondary school representatives a controlling vote in the State Committee and also in the Secondary Commission. This amendment has already been tabled for further study by the Commission at the two preceding annual meetings of the Association and will be up for consideration again in 1936.

There are two major objections to the amendment. One is financial and points out the difficulty of meeting the expenses of larger State Committees and of an enlarged Commission. The other objection is related to the first. Owing to the greater expense, it says, the nearer states would have a larger representation in attendance at the Commission meetings than those farther away from Chicago. These are undoubtedly valid criticisms of the plan proposed. But no better plan has been suggested to secure the end sought. The addition of advisory members to the State Committee clearly does not meet the issue. In voting on this amendment both the Secondary Commission and the Association must decide whether or not the values gained by its enactment outweigh the disadvantages involved.

High Schools
High School Statistics
Education - Statistics

TRENDS IN THE DEVELOPMENT OF SECONDARY SCHOOLS¹

H. G. Horz

Secretary of the Commission on Secondary Schools

DURING the school year 1934-35 the number of secondary schools approved by the North Central Association of Colleges and Secondary Schools was 2575. The data presented in this summary were secured from the annual reports for 1934-35 from 2558 schools having a total enrollment of 1,330,148 pupils. The seventeen schools which did not submit annual reports were for some reason or other compelled to discontinue operation during the year or else voluntarily withdrew from the Association. Complete data on all schools approved in April, 1934, are included for twelve of the twenty states: Arizona, Colorado, Illinois, Indiana, Kansas, Minnesota, Montana, New Mexico, South Dakota, West Virginia, Wisconsin, and Wyoming.

The items included in this summary are on the whole the same as those used as basis of comparison in previous reports. The item on teachers' salaries, which for the past two years was omitted, has this year been included.

In accordance with the policy adopted three years ago, all basic data have again been tabulated as to size of school using the following four-fold classification:

- 1. Schools enrolling under 200 pupils
- 2. Schools enrolling 200 to 499 pupils
- 3. Schools enrolling 500 to 999 pupils
- 4. Schools enrolling 1000, or more pupils

The conclusions in this report are based upon the four tabulations in which the basic data were segregated according to size of school, as indicated above, and a

summary table of all data for all schools by states.²

SIZE OF SCHOOLS

Over one third, or 34.8 per cent, of the schools accredited by the Association enrolled fewer than 200 pupils, and nearly three-fourths of them, or 72.5 per cent, enrolled fewer than 500 pupils. These percentages a year ago were 37.2 and 73.2, respectively. The distribution of schools according to size of enrollment was:

Size of School	Number of Schools	Percentage of All Schools
Under 200	891	34.8
200-499	965	37.7
500-999	381	14.9
1000 or over	321	12.6

The percentage distribution of all the schools among the four categories according to size and by states is shown in Table I. In comparison with the other states, it will be seen that North Dakota has relatively the largest percentage of schools enrolling fewer than 200 pupils, Wyoming has relatively the largest percentage enrolling 200 to 499 pupils, Indiana has the largest percentage enrolling 500 to 999 pupils, and Wisconsin has the largest percentage of its schools enrolling 1000 or more pupils.

TYPE OF ORGANIZATION

Of the 2,558 high schools 844, or nearly 35 per cent, are reorganized high schools, i.e. high schools other than the traditional type of four year school. Last

¹ A summary of the annual reports from secondary schools approved by the Association for 1934-35.

² Only one of these basic tables, Table II. Summary of Data for all Schools by States, is included at the end of this report. Copies of the other tables have been sent to the chairmen of the various State Committees.

year this percentage was only 31, and two years ago it was 30.

The evidence indicates that the undivided six-year high school is growing in favor, and that the trend in this direc-

pupils. Last year this percentage was 54. Furthermore, more than three-fourths of all the undivided five- and six-year high schools enrolled less than 500 pupils.

Minnesota has relatively the largest

TABLE I
PERCENTAGE OF SCHOOLS OF VARIOUS SIZES BY STATES

STATE	PERCENTAGE OF SCHOOLS ENROLLING			
	Under 200	200-499	500-999	1000 or over
Arizona	55	30	10	5
Arkansas	64	23	12	1
Colorado	50	32	8	10
Illinois	36	33	13	18
Indiana	17	36	27	20
Iowa	33	46	14	7
Kansas	42	39	15	4
Michigan	22	39	19	20
Minnesota	28	43	17	12
Missouri	39	34	12	15
Montana	44	32	14	10
Nebraska	50	37	8	5
New Mexico	50	41	6	3
North Dakota	71	22	4	3
Ohio	22	39	19	20
Oklahoma	30	48	16	6
South Dakota	58	31	8	3
West Virginia	26	49	19	6
Wisconsin	16	43	20	21
Wyoming	27	57	13	3

tion is most marked among the smaller schools.

The percentage distribution of three-year senior high schools and of five- and six-year high schools according to size of enrollment was:

Size of School	Percentage of All Three-year Senior High Schools	Percentage of All Five- and Six-year High Schools
Under 200	15.6	33.7
200-499	26.1	41.7
500-999	25.7	17.4
1000 or over	32.6	7.2
TOTAL	100.0	100.0

According to the above tabulation, more than 58 per cent of all the three-year senior high schools enrolled 500 or more

number of three-year senior high schools and Arkansas has relatively the largest number of undivided five- and six-year high schools.

ENROLLMENT

The enrollment in North Central Association high schools in October, 1934, was 1,330,148 as compared with 1,268,956 in October, 1933. Nearly one-half of this high school population, 48.9 per cent, attended schools enrolling 1000 or more pupils. Although nearly three-fourths of the schools enrolled less than 500 pupils, only 31 per cent of the entire enrollment was found in these schools. The distribution of the total

enrollment according to size of school was:

Size of School	Enrollment	Percentage of Total Enrollment
Under 200	115,541	8.7
200-499	302,080	22.7
500-999	262,008	19.7
1000 or over	650,519	48.9
TOTAL	1,330,148	100.0

Grade Distribution.—On the basis of the total enrollment in the three upper or senior high school grades, the grade distribution shows only a small relative gain in the senior and postgraduate years. Approximately 38 per cent of the total senior high school population was enrolled in the tenth grade, a little over 32 per cent in the eleventh grade, and nearly 30 per cent in the twelfth grade and postgraduate year. Three years ago these percentages were 41, 32, and 27, respectively. From the viewpoint of the size of the school, the holding power on the senior high school level again appears to be strongest among the smaller schools. The percentage distribution of total enrollments in the senior high school grade by grade and according to size of school was:

Size of School	Percentage of Senior High School Enrollment in			
	Grade 10	Grade 11	Grade 12	Graduates and Specials
Under 200 ..	34.9	32.6	30.0	2.5
200-499	35.8	32.7	29.1	2.4
500-999	36.9	32.8	28.2	2.1
1000 or over ..	39.5	32.4	26.3	1.8

Average Enrollment per School.—The average enrollment per school was 521 as compared with 507 for the school year 1933-34. The average enrollment for Illinois was 752; in North Dakota it was 195.

GRADUATES

During 1934 North Central Association high schools graduated 255,918 pupils. This was an increase of 11,450 over the previous year. The percentage of

pupils graduated in 1934 based upon the enrollments in the upper three or senior high school grades for 1934-35 varied from 32.2 in North Dakota to 22.8 in New Mexico.

Sex.—There is still a preponderance of girl graduates. During the past five years, however, for which data are available there has been a consistent relative increase in the number of boy graduates.

Comparisons based upon the size of school again indicate that the smaller schools turn out the highest percentage of graduates but that the larger schools graduate a relatively higher percentage of boys. The percentages of graduates according to sex and size of schools were:

Size of School	Percentage of Graduates	
	Boys	Girls
Under 200	12.9	15.3
200-499	12.9	14.5
500-999	12.0	13.8
1000 or over	11.9	12.6

WEEKS IN THE SCHOOL YEAR

Only 605 of the schools reporting planned to maintain a school year of more than 36 weeks. This is nearly 24 per cent as compared with 23 per cent a year ago and 38 per cent five years ago. Forty-eight per cent of the schools enrolling 1,000 or more pupils and only 14 per cent of the schools enrolling less than 200 pupils have a school year of more than 36 weeks. Last year these percentages were 51 and 14, respectively, and two years ago they were 64 and 15, respectively. The percentages of schools maintaining less than 36 weeks, 36 weeks, and more than 36 weeks segregated according to size of school were:

Size of School	Weeks in School Year		
	36—	36	36+
Under 200	0.8	84.8	14.4
200-499	1.5	77.4	21.1
500-999	1.0	67.7	31.4
1000 or over	1.5	50.5	48.0
ALL SCHOOLS ..	1.2	75.2	23.6

Only 30 schools reported that it was very doubtful whether they would be able to maintain a full nine months' term. A year ago this number was 97. Of these 30 schools, sixteen did not maintain a nine months' term in 1933-34. According to the regulations of the Association, schools, which for two consecutive years maintain school terms of less than nine months, shall be warned.

MINUTES IN THE CLASS PERIOD

During the school year 1934-35 there were 976 schools, or a little over 38 per cent, operating on schedules with class periods of 55 or more minutes. Last year 36 per cent of the schools were organized on the basis of the lengthened class period, two years ago this percentage was 34, and eight years ago it was only 24. West Virginia, Oklahoma, and Minnesota, in the order named, lead in this movement to improve upon traditional methods of instruction.

Evidently the schools enrolling 500 to 999 pupils use the lengthened class period most extensively. The percentage of schools operating with a lengthened class period of 55 or more minutes distributed according to size of school was:

Size of School	Percentage of Schools Having Class Periods of 55 or more Minutes
Under 200	25
200-499	43
500-999	56
1000 or over	38
ALL SCHOOLS	38

Four schools were in 1934-35 operating with class periods of less than 40 minutes.

PUPIL LOAD

The percentage of pupils permitted to carry more than four units for credit was 24.3. A year ago this percentage was a little over 20. Nearly 8 per cent of the pupils were permitted to carry five or

more units for credit and nearly one per cent were permitted to carry more than five units for credit. In four states more than one per cent of the pupils in grades ten to twelve, inclusive, were permitted to carry more than five units for credit.

In general, the larger schools permit a larger percentage of pupils to carry more than the normal load. However, in the violation of Standard 9, by permitting pupils in the senior high school grades to carry more than five units for credit, all types of schools appear to be equally guilty.

The percentage distribution of total enrollment permitted to carry more than the normal load according to size of school was:

Size of School	Percentage of Total Enrollment Permitted to Carry for Credit	
	More than Four Units	Five or more Units
Under 200	17.3	6.1
200-499	19.6	6.6
500-999	21.2	7.3
1000 or more	26.3	7.1
ALL SCHOOLS ...	24.3	7.8

TEACHERS

The total number of full- and part-time teachers employed in 1934-35 was 52,886. This is an increase of 2,843 teachers over the previous year. The full-time equivalency of these full- and part-time teachers was 46,288, an increase of 3,288 full-time teachers over the previous year. A year ago this increase in full time teachers was only 11.

As indicated above, the increased enrollment in 1934-35 was 61,192 pupils while the increase in the teaching staff was equivalent to 3,288 full-time teachers. This relatively large increase in teaching staff accounts for the slight decrease in teaching loads noted further on in this summary.

Number of New Teachers.—The data for 1934-35 indicate a small increase in

the turn-over of the teaching staff. A total of 4,334 new teachers of academic subjects and 1,875 new teachers of vocational subjects were employed. This is a little less than 12 per cent of the total number of teachers in North Central Association high schools. A year ago this percentage was slightly less than nine, three years ago it was 14, and prior to that time it was usually approximately 22.

As expected, the teaching staff in the largest high schools is relatively much more stable than it is in the smaller schools. The percentages of new teachers in the various types of high schools according to size of enrollment were:

Size of School	Percentage of New Teachers
Under 200	21.2
200-499	15.4
500-999	10.7
1000 or over	6.6
<hr/>	
ALL SCHOOLS ...	11.7

Qualifications of New Teachers.—Of the 4,334 new teachers of academic subjects 91, or a little over two per cent, did not possess a degree from a recognized college or else did not have 15 semester hours in education. A year ago this percentage was also a little over two, and two years ago it was three. The standards of the Association relating to the academic and professional preparation of teachers of academic subjects are most frequently violated by the smaller schools and to a somewhat lesser extent by the larger schools.

New teachers of academic subjects are also required under the standards of the Association to have a specified number of hours of college preparation in the subjects taught. In 1934-35 there were 134 teachers, or a little over three per cent of the new teachers of academic subjects, who did have adequate college preparation in the subjects they were teaching. A year ago this percent-

age was nearly four. In the violation of this standard all schools except the largest ones appeared to be equally guilty.

Of the 1875 new teachers of non-academic subjects 445, or 23.8 per cent, did not possess a college degree or else did not have 15 semester hours in education. A year ago this percentage was 24 and two years ago it was 28.

Qualifications of New Superintendent or Principal.—Standard 11, a new standard prescribing the qualifications of new superintendents or new principals directly in charge of most of the administrative and supervisory duties of high schools, went into effect in September, 1934. This standard specifies that the superintendent or principal directly in charge of the supervision or administration of a high school shall hold a master's degree from a recognized institution, or the equivalent, shall have a minimum of six semester hours of graduate work in education, and shall have a minimum of two years of experience in teaching or administration. During the school year 1934-35 there were 330 schools that employed a new superintendent or principal who legitimately were required to meet the provisions of this standard. Of these 330 new administration officers 58, or nearly 18 per cent, did not fully meet the requirements of Standard 11. Twelve of these violations were reported from one state, and ten were reported from another state.

Salaries.—In the tabulations on salaries the averages of all schools for each state are given. For the totals in the summary tables the medians of these averages were used. In comparison with data collected for the school year 1931-32, the most recent comparative data available, teachers' salaries are now much lower than they were at that time.¹

¹ NORTH CENTRAL ASSOCIATION QUARTERLY, VII (June, 1932), 70.

For the school year 1934-35 the highest salaries were paid in Arizona and the lowest salaries were paid in Arkansas. The salaries in the larger high schools were uniformly and significantly higher than those paid in the smaller high schools. The medians of the annual salaries in the various types of schools according to size of enrollment were:

Size of School	Median of State Averages			
	Mini- mum	Maxi- mum	Men	Women
Under 200 ..	\$1,007	\$1,476	\$1,297	\$1,128
200-499	1,046	1,622	1,356	1,162
500-999	1,100	1,937	1,569	1,297
1000 or over	1,095	2,370	1,789	1,740
ALL SCHOOLS	\$1,066	\$1,834	\$1,505	\$1,386

TEACHING LOAD

Although some progress was made during the past year, all of the data on teaching load continued to reveal abnormally heavy teaching schedules.

Pupil-Teacher Ratio.—The Association recommends that the pupil-teacher ratio based upon the average enrollment should not exceed 25, and Standard 8 specifies that this ratio shall not exceed 30. During the past three years, however, the Association has adopted an emergency clause whereby certain schools may claim an exemption from this standard by submitting documentary evidence of financial inability to employ more teachers. This action in part accounts for the large number of schools operated on a pupil-teacher ratio in excess of 30.

In 1934-35 there were 203 schools with a pupil-teacher ratio of more than 30. A year ago this number was 267, and five years ago it was only 13. Naturally, the largest schools are experiencing the greatest difficulty in operating their schools upon a normal pupil-teacher ratio basis. The percentages of schools having excessive pupil-teacher ratios dis-

tributed according to size of enrollment were:

Size of School	Percentage of Schools with Pupil-Teacher ratio of	
	26-30	More than 30
Under 200	8.0	1.3
200-499	29.3	4.7
500-999	51.4	12.1
1000 or over	54.2	31.1
ALL SCHOOLS ...	28.1	7.9

Number of Classes Taught Daily.—

In 1934-35 there were 1,295 teachers, or 2.4 per cent of all teachers, teaching more than six classes per day. A year ago the number of teachers with more than six classes per day was 1,325 while three years ago it was only 599. The schools enrolling 200 to 499 pupils have relatively the largest number of teachers teaching more than six classes per day.

Pupil Recitations per Teacher.—

There were 12,288 teachers, or a little over 23 per cent of all teachers, with more than 160 pupil recitations per day. A year ago this percentage was 24, and five years ago it was only 10. A little over 38 per cent of the teachers in schools enrolling 1,000 or more pupils had more than 160 pupil recitations per day. A year ago this percentage was 39 and two years ago it was 36.

Number of Class Periods per Week.—

In 1933-34 there were 1,217 teachers, or 2.3 per cent, who taught forty or more class periods per week. Nearly 12 per cent of all the teachers taught 35 or more class periods per week.

EXPENDITURES ON LIBRARY

The total expenditures on high school library books and periodicals for the school year 1934-35 was \$739,361. This is an average expenditure of a little over \$.55 per pupil. Three years ago the average expenditure per pupil was \$1.03 and four years ago it was \$1.07. The

Association recommends that all schools spend at least \$.75 per pupil annually for library books and magazines. The average amount spent per pupil varied from \$.34 in one state to \$.95 in Missouri.

ATHLETICS

Two schools were during 1934-35 sponsoring a program of interscholastic athletics not in accord with the standards of the Association and two schools participated in a national or interstate athletic meet or tournament not approved by the state athletic association. All four of these schools enrolled less than 500 pupils. A year ago the number of schools violating the athletic standards of the Association was 24.

SUMMARY

Evidences of desirable trends in the development of North Central Association high schools in 1934-35 were:

1. An unusually high percentage of schools manifested their desire to continue their affiliation with the Association by submitting their annual reports. Of the 2,575 schools approved a year ago, all but 17 submitted data included in this report.

2. The total enrollment has increased. In 1933-34 the total enrollment was 1,268,956; in 1934-35 it was 1,330,148.

3. The average enrollment per school has increased from 507 in 1933-34 to 521 in 1934-35. Nearly 49 per cent of the total high school population was attending schools enrolling 1,000 or more pupils, and less than nine per cent was attending schools enrolling less than 200 pupils.

4. The number of reorganized high schools has increased. Of the 2,558 North Central high schools 844, or nearly 35 per cent, were this past year reorganized high schools.

5. On the basis of the total enrollment

in the three upper, or senior high school grades, the grade distribution shows a small relative gain in the senior and post-graduate years.

6. There has been a small relative increase in the number of boy graduates.

7. The length of the school year has been increased slightly. In 1934-35 nearly 24 per cent of the schools maintained a school year of more than 36 weeks. A year ago this percentage was less than 23. Only 30 schools reported that it was doubtful whether they would be able to maintain a nine months' term. A year ago this number was 97. Reports for 1934-35 indicate that only 16 schools would be unable for two consecutive years to maintain a nine months' term. In 1933-34 this number was 49.

8. The number of minutes in the class period has been increased. Over 38 per cent of the schools operated on schedules with class periods of 55 or more minutes. A year ago this percentage was 36 and eight years ago it was only 24.

9. The qualifications of teachers have improved slightly. Of the 4,334 new teachers of academic subjects 134, or a little over three per cent, did not have adequate college preparation in the subjects they were teaching. A year ago this percentage was nearly four. Of the 1,875 new teachers of non-academic subjects 445, or nearly 24 per cent, did not possess a college degree or else did not have 15 semester hours in education. A year ago this percentage was 24 and two years ago it was 28.

10. Only four schools were reported for violations of the standards of the Association relating to athletics. A year ago this number was 24.

Items which reflected undesirable trends in 1934-35 were:

1. The percentage of pupils permitted to carry more than the normal load has

TABLE II
SUMMARY OF THE 1934-35 ANNUAL REPORTS OF SECONDARY SCHOOLS ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

STATE	Number of Schools	TYPE OF SCHOOL				ENROLLMENTS					BY GRADES					Graduates Average and per School	
						Number Enrolled	IN SCHOOLS REPORTING ON UPPER			Seventh	Eighth	Ninth	Tenth	Eleventh	Twelfth		
							ON UPPER										
		3yr.	4yr.	5yr.	6yr.		3yrs.	4yrs.	5 and 6yrs.								
1. Arizona	40	2	32	1	5	13860	1832	12008	1684	322	306	3799	3784	3131	2697	449	347
2. Arkansas	70	15	24	1	30	17901	8951	7266	1684	192	196	2477	5437	4876	4305	178	256
3. Colorado	101	14	64	3	20	37224	12363	23444	1417	162	158	7581	11316	9242	8016	681	369
4. Illinois	379	9	361	3	6	28480	11875	271662	1353	81	214	92629	75753	63119	49663	3431	752
5. Indiana	120	11	77		32	85206	11558	70949	2699	462	424	22715	23297	19801	17953	1454	710
6. Iowa	153	25	113		15	60005	16713	37533	5759	208	233	11662	17600	15871	13872	559	392
7. Kansas	179	20	123		36	58962	19655	33023	6284	951	928	10679	17391	14795	13090	1128	329
8. Michigan	214	49	95	8	62	145998	66670	64620	14708	1714	2111	21266	46587	39037	32275	3068	673
9. Minnesota	119	43	54	5	17	62850	37728	22064	3928	444	438	6739	19977	18419	15440	1563	528
10. Missouri	134	16	94	1	23	67750	17037	47821	2892	277	506	13473	20114	16850	15956	568	506
11. Montana	41	1	38		2	17518	442	17076				5115	4597	4082	3422	302	427
12. Nebraska	130	21	100	9		43222	7504	32814	2904	409	395	10165	11238	10850	9325	834	332
13. New Mexico	34	3	30	1	9	9438	1888	7080	470	83	91	2203	2548	2274	2039	200	277
14. North Dakota	69	9	31	3	6	13485	3955	8159	2271	230	303	2865	3409	3318	3139	221	195
15. Ohio	320	42	159	4	115	207582	53908	92977	60697	4546	4807	39581	61025	52478	42694	2451	648
16. Oklahoma	108	23	71		14	44520	20290	23445	785	131	126	7564	14005	11840	10147	707	412
17. South Dakota	74	7	65		2	18385	1970	16385	30	6	2	4902	4863	4361	4003	188	250
18. West Virginia	103	17	44		42	42646	13450	26063	3133	614	511	9213	12430	10475	8722	681	414
19. Wisconsin	140	16	99	6	19	88602	21163	55217	12222	1179	2038	16397	24350	22285	20260	1893	633
20. Wyoming	30	2	20		8	10134	989	7762	1383	266	233	2646	2384	2263	1976	366	338
TOTAL	2558	345	1714	35	464	1330148	329061	877368	123719	12115	13862	293671	382305	399379	278094	20722	A 521
Total 1934	2504	349	1731	26	398	1268956	339446	992910				269978	387186	317576	270756	23460	A 507
Total 1933	2448	360	1707	21	360	1240781	331557	909224				261707	383120	308013	257244	30697	A 506
Total 1931	2310	296	1658	24	332	1048395	221612	826783				251350	331753	255356	209936		A 453
Total 1929	2167	362	1578	26	194	939172											A 433
Total 1927	2073	300	1591	25	144	833431											A 402
Total 1925	1966	190	1467	25	105	738089											A 340

A = Average. In all other cases the median is used.

TABLE II (Continued)

STATE	GRADUATES		WEEKS IN SCHOOL YEAR				MINUTES IN CLASS PERIOD				PUPIL LOAD					TEACHERS									
	Number Graduated	PERCENTAGE OF ENROLLMENT IN UPPER THREE GRADES									PERCENTAGE OF PUPILS CARRYING CREDIT UNITS					Total Full and Part Time agency	SALARIES (Average by Schools)								
			YEAR				PERIOD										Mini-Maximum	Men Women							
			36—	36	37	38	38 +	40—	40	55	65	4—	4	5	5 + (7-9)	5 + (10-12)									
1. Arizona	2424	12.9	12.8	1	31	4	3	1	30	10		5.4	64.8	21.4	7.5	.0	.9	590	537	1321	2245	1767	1593		
2. Arkansas	3889	11.8	14.8	2	68	6			52	18		4.5	77.1	9.1	8.6	.5	.2	726	592	773	1675	1217	999		
3. Colorado	7655	12.8	13.8	5	56	6	34		40	52	7	2	6.0	69.9	15.2	7.7	.2	1.0	1614	1403	1101	1769	1478	1568	
4. Illinois	47881	12.1	12.0		178	63	103	35	299	75	5		9.4	69.9	16.5	3.9	.0	.3	10500	9823	1298	2202	1733	1482	
5. Indiana	15862	13.5	12.6	6	105	5	3	1	66	53	1		6.6	44.4	41.3	6.3	.4	1.0	3439	3025	1156	2073	1583	1518	
6. Iowa	13181	13.7	14.9		133	3	16	1	77	67	9		2.2	85.2	7.3	4.8	.1	.4	2627	2222	1065	1799	1476	1223	
7. Kansas	11923	12.5	13.8	4	171	3	1		70	102	6	1	3.5	66.0	16.6	12.8	.8	.3	2570	2249	1000	1658	1411	1181	
8. Michigan	29088	11.7	12.9	2	96	6	46	64	156	56	2		8.3	57.9	25.1	6.9	.8	1.0	5357	4730	1057	1840	1510	1310	
9. Minnesota	14327	11.9	14.7	1	102	1	15		42	77			4.8	72.1	13.4	9.0	.1	.6	2735	2400	1139	1990	1703	1479	
10. Missouri	13322	12.4	13.1		100	2	10	22	104	30			8.2	69.5	17.0	4.2	.9	.2	2815	2464	1066	2049	1616	1373	
11. Montana	3150	12.2	13.8		30	5	6		22	18	1		4.3	70.3	17.4	7.6	.0	.4	654	668	1211	1828	1562	1432	
12. Nebraska	8788	13.2	15.7		130				79	30	1		3.9	57.8	30.3	6.9	.6	.5	1779	1735	905	1687	1300	1190	
13. New Mexico	1502	11.0	11.8		32	1	1		21	13			6.9	76.7	8.9	6.0	.1	1.4	394	364	1117	1799	1391	1263	
14. North Dakota	4347	14.2	18.0		68	1			58	11			5.6	75.3	12.3	5.7	.3	.8	578	489	1000	1677	1364	1367	
15. Ohio	38922	12.2	12.6	6	251	11	38	14	2	259	54	3	2	4.0	71.8	17.2	6.0	.4	.6	8118	6861	1066	1870	1500	1400
16. Oklahoma	8918	11.7	13.9	3	105				31	67	9	1	8.7	69.9	13.4	7.9	.0	.1	1742	1430	926	1641	1315	1147	
17. South Dakota	3693	12.0	15.2		69	2	3		49	25			2.8	78.4	14.3	4.2	.1	.2	791	748	1050	1664	1517	1183	
18. West Virginia	7732	11.5	13.0		103				12	91	2		2.6	76.0	12.1	8.5	.7	.1	1788	1582	1038	1494	1249	1994	
19. Wisconsin	17358	12.3	13.6		72	8	45	15	2	80	56	2	5.1	63.5	22.8	7.6	.3	.7	3648	2851	1146	2169	1775	1469	
20. Wyoming	1876	13.4	14.9		23	4	3		11	18	1		5.1	60.6	27.1	6.3	.1	.8	420	375	1335	2091	1637	1494	
TOTAL	255918	12.3	13.8	30	1923	125	327	153	4	1578	923	47	6	5.1	69.9	16.5	6.9	.3	.6	52886	46288	1066	1834	1595	1386
Total 1934	24468			97	1830	98	348	131	2	1605	841	52	4	5.2	72.8	13.2	6.8	.3	.3	50043	43401				
Total 1935	24688			43	1700	117	401	187	6	1618	762	51	9	5.9	70.3	15.7	7.4	.6	.6	49959	43389				
Total 1936	18478			18	1501	97	435	259	2	1638	608	50	12	4.3	73.4	13.9	6.7	.4	.4	48033	42749	1383	2230	1908	1546
Total 1937	188939			14	1310	180	306	249	3	1667	483	67	10	3.8				.4	.4	44023	49450	1383	2277	1839	1609
Total 1938	146770			19	1482	53	297	221										.4	.4	33776	29413				

TABLE II (Concluded)

STATE	TEACHERS					TEACHING LOAD										No. of Teachers Teaching Pupils per Day				
	New Academic		New Non-Academic		Having 15 Hours Education	No. of Schools with Pupil-Teacher Ratio			No. of Teachers Teaching Classes per Day						No. of Teachers Teaching Pupils per Day					
	Number	Less than 15 Hours	Not Met St. 7C	Num-ber		With Degree	21 to 25	26 to 30	30+	4--	4	5	6	6+	141-- to 150	151 to 160	160+			
1. Arizona	63		2	34	25	34	22	14	4		106	84	298	86	16	373	43	41	133	
2. Arkansas	93			45	31	35	17	13	26	14	165	76	227	246	12	440	55	60	171	
3. Colorado	208		8	76	65	65	42	31	26	2	295	384	687	236	12	1112	136	140	226	
4. Illinois	841		20	235	176	195	172	106	66	35	2159	2080	3912	1908	441	5781	916	677	3124	
5. Indiana	154			130	117	121	22	45	46	7	684	420	1364	896	75	2078	359	303	699	
6. Iowa	294		4	27	141	126	55	63	31	4	651	477	1192	292	15	1912	200	194	321	
7. Kansas	268		1	146	134	141	88	45	39	7	509	378	1323	341	19	1798	252	176	344	
8. Michigan	364	2	2	223	183	197	45	70	60	39	885	704	2332	1268	168	2670	432	425	1810	
9. Minnesota	192	1	4	77	63	62	49	40	30	40	557	559	1224	363	32	1779	278	216	462	
10. Missouri	227	28	6	1	97	87	82	42	50	8	532	443	1287	509	44	1524	250	284	757	
11. Montana	64			22	18	21	10	12	16	3	82	115	388	60	9	435	74	73	72	
12. Nebraska	118		1	18	18	17	44	40	41	5	332	380	635	392	40	1222	162	141	254	
13. New Mexico	87			23	22	22	22	8	18	7	75	92	201	25	1	320	19	19	36	
14. North Dakota	117		9	10	9	9	26	19	16	8	87	145	217	117	12	429	34	26	90	
15. Ohio	589	6	3	64	300	280	291	67	94	120	39	1420	1237	2986	2163	312	4153	828	758	2379
16. Oklahoma	174	1	2	4	84	63	67	14	32	38	24	384	267	868	209	14	949	159	126	508
17. South Dakota	127		5	19	19	19	16	37	18	3	117	179	382	105	8	618	77	44	52	
18. West Virginia	50			30	25	28	20	43	40	2	212	182	1272	120	2	1132	216	168	272	
19. Wisconsin	259	4	6	3	145	130	142	34	45	57	4	745	634	1812	399	58	2411	442	297	498
20. Wyoming	45			20	20	20	7	15	8	8	82	59	217	58	5	270	36	37	78	
TOTAL	4334	45	46	134	1875	1611	1694	800	832	723	203	10079	8895	22824	9793	1295	31406	4988	4204	12288
Total 1934	3370	39	38	133	1091	936	982	786	777	674	267	8676	8011	21181	10852	1323	28841	5046	4331	11825
Total 1933	3273	35	61	107	1301	1085	1158	840	827	617	164	9206	8514	22795	8852	882	33031	5047	4284	10327
Total 1931	6096	57	93		2676	2143	2419	1207	770	366	27	8594	9076	22450	6592	507	33438	4788	3101	5741
Total 1929	6484	57	101		2792	2022	2450	1161	773	222	13	7371	8443	20269	5836	416	31968	3552	2585	4422

increased. For the school year 1934-35 this percentage was 24.3; for 1933-34 it was only 20. Nearly one per cent of the pupils in the senior high school grades were permitted to carry more than five units for credit.

2. The data for 1934-35 indicate a small increase in teacher turn-over. The percentage of new teachers employed was a little less than 12 per cent. A year ago this percentage was approximately nine. Undoubtedly a major portion of this increased teacher turn-over resulted from the promotion of teachers, and as such should perhaps be regarded as a desirable trend.

3. Although some progress was made during the past year, all of the data

concerning teaching load continue to reveal abnormally heavy teaching schedules.

4. Of the 330 new superintendents or principals directly in charge of most of the administrative and supervisory duties of high schools 58, or nearly 18 per cent, did not fully meet the requirements of Standard 11.

5. In comparison with data for the school year 1931-32, the most recent comparative data available, teachers' salaries in 1934-35 had fallen off very materially.

6. The average expenditure per pupil for library books and periodicals was only \$.55. In 1931-32 the amount spent per pupil was \$1.03.

North Carolina
association of
colleges and
secondary schools

and other
(use for
subject
only)

North Central College, Naperville, Illinois

Collegiate
Union
Students

North Carolina
association of
colleges and
secondary schools

Collegiate
Union
Students

and other
(use for
subject
only)

I cite this incident not so much to condemn the rigid enforcement of standards in the past, for, after all, under the old policy a definite line had to be drawn somewhere, but rather to show how, under the new policy, such a condition could not arise, where many factors instead of few are taken into account.

Collegiate
Union
Students

where criteria are relative rather than fixed, where deficiency in one may be compensated for by excellence in another, and where judgments stress qualitative rather than quantitative characteristics.

In opening the discussion of the application of the new Statement of Policy for accrediting colleges adopted last year by this Association, I will not attempt, even if I had the ability, to present any comprehensive evaluation or critique of the same, but only to suggest some observations and criticisms that have come to me as I have tried to apply the new criteria to my own institution.

First of all, I note the large number of items upon which information was secured or judgments formed. The pattern map, with which you are all familiar, I am sure, lists eighty-one major items under eleven headings with more than three hundred more or less distinct sub-items. Thus, there are twenty-five items concerning the faculty, with fifty-four sub-items; four concerning the curriculum, with thirty-six sub-items; five on instruction, and thirteen sub-items; six on library, with six sub-items; two on induction of students, with nine sub-items; nine on student personnel service, with thirty-seven sub-items; thirteen on administration, with one hundred twenty sub-items; four on finance with eleven sub-items; two on plant, with twenty-three sub-items; five on institutional study, with eight sub-items; and six on athletics. Besides the pattern map, there are needed detailed items concerning the institution's individuality, its objectives and its clientele. In fact, all the eighty-one items are to be judged in the light of these.

For securing this information, naturally extensive questionnaires are required. It is recognized that the necessary evaluation of an institution will probably demand personal visitation by

several experienced inspectors for one or more periods covering a total of two or more days. This is a large undertaking, but with the plan adopted of securing reports on a limited number of items each year, the task should not be too burdensome either for the institution concerned or for the Association Secretary's office.

A distinctive contribution of the new procedures is the emphasis on institutional individuality, according to colleges, a new freedom to develop their own distinctive lives, their offerings, curricular and otherwise, and activities. Institutions are encouraged, nay, rather required, to analyze their own objectives and to formulate them in as definite and specific terms as possible. And, inevitably, along with this freedom of self-determination, there arises the concurrent responsibility for achieving their objectives, of being judged on the basis of their own professions.

Running through all criteria, there is this searching and sound principle of the adequacy of an institution's equipment to achieve successfully the objectives it has set for itself. This applies to organization, administration, faculty, curriculum, plant, student personnel work, finance, and so forth. This is a sound principle not only for judging colleges, but all other human institutions.

In my judgment, however, the Manual does not go far enough. An institution is to be judged not only, nor even primarily, by its professed aims, nor by the machinery it has devised for the achievement of those aims, but it is judged also, and fundamentally by its product, by its actual achievements; in the case of a college, by what it does to students or, perhaps better, what it gets students to do for themselves. As President Jessup says in his first report as president of the Carnegie Foundation, the most important question to ask about

a college or university is: "What happens to the student who is enrolled in the institution?" The Manual may suggest this question, but I find neither a definite answer nor an adequate procedure for finding such answer. Perhaps the question cannot be answered at all, or only by procedures that would require so much time and effort that they are impossible to apply in an accrediting process.

The Manual does suggest, with respect to evaluating instruction, that no effort will be made to measure it directly, as, for example, by examinations or class visits, but that certain indirect measures will be employed, mentioning five such measures, such as the degree of administrative interest in good instruction. These are assumed to be directly related to effectiveness in teaching.¹

With respect to the use of examinations, I believe the committee is wise in not having proposed uniform examinations, set and administered by an agency outside an individual institution, as a measure of excellence. It does, however, properly suggest that institutions may profitably use such examinations in their own study and evaluation of their own teaching procedures.

The new policy is right, I am sure, in putting faculty competence first among factors in determining institutional excellence. The Manual properly maintains (page 45) that "A faculty in which the members exalt scholarship, experience, or administrative skill to the exclusion of a high esteem for teaching competence can hardly be said to have a due regard to the importance of effective instruction." But I am not so certain that any one or all of the nine items covering faculty competence do definitely measure the efficiency of the

individual teacher, either in his work as a teacher or in his greater work in the development of character in his students. These nine factors: doctor's degrees; master's degrees; years of graduate study; years of experience; number of books or articles published; number of learned societies joined, attended, and participated in; neither all of these items (which, by the way, are expressed in numerical or quantitative form) nor any one of them, it seems to me, guarantees teaching competence.

While I would not go so far as a recent writer in the *Journal of Higher Education* to maintain that "it is an axiom that good teachers write few books," still I believe that while the items referred to may guarantee high scholarship, they may be and often are accompanied by very poor teaching. Good teaching, I believe, is an art, and a very highly individualized art, and can be most easily and accurately evaluated by being actually observed. And good teaching, I contend, is the chief business and the greatest glory of a college.

I am not sure but that the difficulty does not go deeper than the mere difficulty of measuring good teaching or the outcomes of teaching, that it depends on the philosophy of education that is accepted, assumed or implicit, in an institution's pattern and program, a philosophy that gives meaning and unity to that pattern and that program. Such questions as these suggest themselves here: "What, after all, is the fundamental objective of education in general, and of higher education in particular?" "Shall knowledge be viewed as the fundamental aim, and attitudes, skills, conduct, and character responses be considered secondary; or shall character, attitudes, skills, and conduct be considered as the primary aims and knowledge secondary and instrumental?" "Is the curriculum the chief concern, and

¹ Manual of Accrediting Procedures, November, 1934, p. 42.

the student's life activities and interests incidental; or the reverse?" "How shall 'general education' be defined?" "In terms of subject matter alone, as it seems to be defined in this Manual and in the report of the proceedings of the Institute for Administrative officers of Colleges and Universities held last summer at the University of Chicago; or shall it be defined in terms of the student's personality and the student's development?"

The answers to such questions will determine largely what qualities are deemed most important in staff members, what responsibilities shall be expected of them, and what duties may be required of them. If it is assumed that some other agency than the faculty is charged with complete responsibility for the character training, the social, moral, and spiritual development of students, then perhaps qualities other than scholastic ability and achievement need not be taken into account in evaluating faculty excellence. But if we assume, as it seems to me we must, that the faculty, besides being engaged in teaching subject matter, should and always does exercise great influence upon the character and personal development of the student, then I think other qualities than academic training become of vital significance, both in the selection and the judgment of the competence of the faculty.

Again, one of the most direct and obvious methods of evaluating an institution, as before suggested, is to observe what happens to the individuals for whose welfare the institution exists; in the case of the colleges, the student, and particularly the alumnus. Colleges cannot escape being judged by their products. The intelligence and character and the contribution to society of the college graduate have always come under the scrutiny of the public, and the

product of the colleges has been frequently most severely criticized. Much of this criticism, most of us would agree, is not well founded and much is exaggerated; but some of it, I fear, is proper and deserved.

The new policy makes no provision for any evaluation of the character and services of graduates of institutions. Undoubtedly, the difficulty and labor of securing the necessary data, and the difficulty of measuring the same when secured, deterred the committee from including any reference to this matter among the items upon the basis of which institutions are judged. Granted the difficulty, it would appear that any thoroughgoing study of institutional excellence should recognize the fundamental place that such data ought to have in judging an institution; and it might well be that there should be suggested for us methods or bases for such evaluation. It is, of course, well known that the Association of American Universities uses such a criterion in its procedures for recognition, and evidently considers it of great significance, for I believe it has used it from the very beginning of the time when it published lists of accepted institutions. It would appear, at least so far as success in graduate or professional study is concerned, that this particular procedure might be recognized as of real significance in the judging of the excellence of an institution.

Lest I be misunderstood concerning the objectives of the institutions, let me say that the Manual recognizes individual development, including health and physical competence, as one of the aims of most institutions. It says (page 18): "While such objectives are less amenable to explicit definition and more difficult to achieve directly, they are none the less real and significant in the life of an individual or an institution. . . . In a superior institution they tend

to permeate all activities, but beyond such indirect means as may be employed there are activities and methods of operation expressly intended to secure their fruition." These special activities and methods for securing these objectives are considered in part in the Manual under the head of "Student Personnel Service," which represents a distinctive and valuable addition to the older criteria for evaluating institutions. Such vital but frequently neglected matters as student personnel records, counseling, extracurricular activities, financial aid for students, health, housing and boarding, and placement receive adequate treatment and, on the whole, present highly desired procedures which superior institutions are more and more adopting. It is significant, perhaps, of a changed emphasis that the subject of student discipline is dismissed with five lines.

The section on administration represents another new and important area wherein an institution's excellence may be observed and measured. There is much here of great significance concerning such matters as the organization and functioning of boards of trustees; the administration of instruction, of student affairs, of finance, of accounting; the investment of funds; business management; and the like.

Perhaps the most significant factor on the material and financial side used in the judgment of an institution is the weighted average income per student for the educational program. This is discussed on page 93 of the Manual. From the way in which the particular factor is stressed (pages 98, 99, 102), I judge that it is to be considered as perhaps the most significant and most important measure of an institution's stability on the financial and material side. It is secured by dividing the total expenditure for the educational program, including administration, instruction, library, re-

search, and operation and maintenance, by the average number of full-time students in an institution during the year, and then taking that figure and weighting it. In the case of an institution of 1,050 students, the weighting is unity; in other words, the same figure is used; there is no weighting for an institution of that size or above. All institutions with enrollments below 1,050 are weighted negatively. That is to say, an institution that enrolls 1,049 has its average expenditure for student's educational program multiplied by .99. An institution that enrolls 100 students has its average expenditure per student multiplied by .36; that is to say, the amount is divided approximately by three.

In the case of junior colleges it is to be noted that, after the weighting is given in this fashion for enrollments, there is another weighting because of the fact that it is a junior college, and that weighting is a positive weighting of 1.78. That is, the average expenditure per student in a junior college may be multiplied by one and three-fourths to give you the same efficiency so far as the finances measure that efficiency, as is obtained in a four-year college. Presumably, and perhaps properly, this is done on the basis of the fact that a junior college program is much simpler and does not have the expensive upper years that are found in full four-year colleges.

This particular process of weighting has intrigued me personally, and I have tried to figure out some equivalents. A college that enrolls 1,050 students may have an annual expenditure per student of \$296. To be as good as that institution, to possess the same excellence, a college enrolling 500 students would have to spend \$400 per year per student. A junior college, on the other hand, could achieve the same excellence by spending \$224 per student per year on its educational program. The signifi-

cance and the interpretation and perhaps the basis upon which these weightings and these figures have been secured, I think, deserve our most careful study. I presume it should be said that we may expect to have monographs placed in our hands later which will give us the data upon which these weightings have been calculated. So that until that time we shall, I think, properly forbear any criticisms, perhaps of that procedure.

In conclusion, I would like to submit that, although the term standard is not used, so far as standard means a measuring stick, I cannot help but recognize that there are many, many measuring sticks in these new policies, and these measuring sticks are, to a large extent, expressed numerically, quantitatively. I think they will be found to be, perhaps, even more searching than the older cri-

teria by which institutions have been measured in the past. But I believe they will also be found to be far fairer in the measurement of institutional excellence, to be far more adequate, and to give a much truer picture. One thing which I think is especially worthy of commendation is that they are presented not finally but tentatively; that it is intimated, in fact, asserted, that all of these standards, all of these criteria are subject to correction and revision; and, correspondingly, it is suggested and required that every institution should likewise study its own criteria, its own procedures, and, in fact, provide a specific program for such study of its own problems in a thorough, scholarly, and scientific fashion. This, I think, is a very excellent addition to the procedures of standardization.

PAPER NUMBER TWO

President J. H. REYNOLDS

Hendrix College, Conway Arkansas

author only

I am asked to give my observations concerning two of the suggested criteria given in the Manual of Accrediting Procedures issued last November. In general, I may say that I feel that the new approach to finding criteria for judging colleges is wise and marks a real step forward. Moreover, in keeping with the genius of this new approach, suggested standards are stated in such general terms that it does not afford a concrete basis for discussion. However, in spite of this limitation, I shall give my appraisal of two of the standards proposed for guiding the Board of Review in passing upon the quality of colleges.

Some things I say may not be appropriate for the simple reason that the Board charged with administering the standards may not have in mind giving them either the importance that my statements may assume, or they may have facts that I do not possess. What I

may say does not rest upon any scientific study, but rather the observations of a practical college man extending over a period of years.

I. Enrollment as an Element in Measuring the Efficiency of Educational Expenditures.—Table 9, page 96 of the Manual, is a statement of the weighting given for the guidance of the Board. An enrollment of 1050 or above is taken as the number of students necessary to secure one hundred per cent efficiency in educational expenditures. Per student educational expenditures in enrollments below 991 is weighted by one per cent for each 20 students until 286 is reached; thereafter the weighting is one per cent for every 10 students. Per capita educational expenditure in a student body between 216 and 225 is rated fifty per cent as effective in educational results as in a student body of 1050. The expenditure of \$400.00 per student in a

student body of 504 is seventy-four per cent efficient. That is, \$400.00 per capita expenditures in such a student body would be equal to \$296.00 per student in a student body of 1050. The Manual states: "The weighted expenditure per student affords a reasonably accurate index of the general level of excellence of the institution's program." The committee appears to attach much importance to this standard because it is so frequently referred to in different parts of the Manual by cross references.

My first observation is that the table appears rather mathematically precise as a basis for guidance in educational appraisal. Other college survey men do not seem to have reached such a mathematically accurate conclusion. Reeves and Russell in their "College Organization and Administration" agree with the general principle that educational expenditures vary somewhat with the size of student bodies; that a college with a small student body in order to achieve equal efficiency with a large institution should spend more per student. Their general principle is stated as follows: "Other things being equal, the smaller the enrollment, the higher the cost per student." They feel, however, that this variation ceases with an enrollment of above 750, and not 1050, as the Manual gives.

In a study of thirty-two accredited colleges, they found that eight colleges with fewer than 350 students expended on an average per student \$369.00, that eleven colleges with enrollment ranging from 350 to 500 spent on an average of \$263.00 per student, that eight colleges with an enrollment ranging from 501 to 1000 spent on an average \$258.00. It will be noted that the first eight small colleges expended \$106.00 per student more than the second group, but that the second group expended only \$5.00 per

student more than the third. The average for the thirty-two accredited colleges studied is \$266.00. These figures seem to show that the weighting should be largely confined to enrollments under 500, and that above that number weighting need not be considered.

II. *Student Income Discounted as a Stable Source of Income.*—The Manual, page 102, gives four sources of income as a basis for guiding the authorities of the Association in judging the efficiency of colleges: taxation, endowment, continuing gifts or grants, and income from students. The latter, however, is cautioned against as a large source of income. On page 103 the Manual states: "A preceding section of this Manual warns against too large a dependence on student fees as a source of income, but within reasonable limits income from students may be presented as evidence of financial stability." Here again the Manual is not specific and does not indicate where the danger point lies in reliance upon student income as a stable source of support. Subject to the uncertainty of where the danger point lies, I wish to call attention to considerations that lead me to feel that this limitation of the committee is unwise and should be eliminated as a criterion.

In the first place, taxation, endowment, and continued grants appear to be regarded by the Manual as a stable source, irrespective of limit. I think it might be interesting and illuminating if a study were made touching these four sources of income among colleges for the last five years as to their stability. Taxation certainly in large areas has not proven itself very stable, as many of our tax-supported institutions know to their sorrow. It is a matter of knowledge also that endowment income has proven uncertain. Moreover, church grants have suffered heavily during that period. The

study might show that student income has been the most stable of the four sources.

Probably the best guide we can invoke is reality. A study of the income of the colleges of the nation as given by the Bureau of Education suggests that standardizing bodies need to be rather cautious in discounting either endowment or student income as stable sources. For instance, Amherst receives over 50 per cent of her income from endowment, while Boston University receives about 4 per cent from endowment and 93 per cent from students. Harvard University receives from endowments about 61 per cent, and Clark about 77 per cent, while Columbia University receives about 70 per cent from student sources. Duke University receives about two-thirds of her income from endowment, while Ohio Wesleyan University receives only 15 per cent from endowment and about 80 per cent from student sources. Haverford College receives about one-third of her income from students, and some two-thirds from endowment. Berea gets ten times as much from endowment as from students. Centre College receives about 50 per cent from each of these two sources. Certainly these figures suggest that we should be rather modest before discounting either endowment or students as sources of income.

Another observation, probably more serious, from a social point of view is that this apparent advice against income as a stable source is emphasizing a tendency all too strong in American life; namely, paternalism. If our democratic institutions are disturbed, probably paternalism will be the most serious cause. This advice against tuition as a stable source of income rests up the dominant psychology of the nation at this time, namely, paternalism, that is, that higher as well as elementary education should

be free. Will not a paternalistically educated leadership lead the nation in paternalism? Instead of prejudicing student income as a source of income, the opposite emphasis should be placed; namely, that student income should be increased in American higher education.

A student, whether in an endowed or a tax-supported school, goes out a better citizen with a sounder social attitude, if he has borne part of the burden of his own education. Lifting that burden from his shoulders tends to build in him the attitude that the public owes him a living. Even if ample endowment and adequate taxation could be provided to remove entirely the burden from the student, my own feeling is that it should not be done, and that in the interest of sound education all students in higher institutions of learning should be called upon to share substantially the burden of their own education. Scholarships and loan funds can assist the poor boy or the poor girl who is ambitious and worthy. However, there are many crimes committed against sound principles of higher education in this country in the name of the poor boy or poor girl. A young man or woman who goes out into life from any American institution of learning with a keen sense of individual responsibility and self-reliance, with the consciousness that upon him and not upon society rests the responsibilities for his achievements is far more valuable to society and to himself than if he goes out with an attitude of dependence upon society.

The real danger is not that students may be exploited through student fees, but that taxpayers and philanthropists may be exploited. There are indications that both the taxpayer and the philanthropist may limit the share which they will bear.

PAPER NUMBER THREE

A. J. BRUMBAUGH

Dean of Students in the College, The University of Chicago

The present procedure of accreditation embodies a new point of view regarding the focus of interest in college education. This is particularly well illustrated in the consideration that is now given to the student personnel service. For a long time college presidents, deans, and faculty members were so absorbed in the construction of curricula, in the development of physical facilities, and in raising endowments that they lost sight of any real unifying objective. Each phase of the college program was too often thought of as a separate entity without being sufficiently related to one specific end. The former accrediting procedure reflected this point of view to a considerable degree. The excellence of an institution was judged by estimating the qualifications of its faculty, by measuring the teaching load, by counting the volumes in the library, by inspecting physical facilities, by analyzing the curriculum, and by comparing the amount of the endowment with the size of the registration. It is granted without argument that each of these factors and others included in the former procedure have an important bearing upon institutional excellence, but there has been lacking a point around which all phases of the college program should be centered. Now each institution is asked to what end are all of these facilities and efforts? In part pointing the way to an answer the inquiry is more specifically what consideration is given the students in the educational program? The student inevitably becomes the focus of interest, the integrating and unifying factor in the present accrediting procedure. This is a new emphasis, a step beyond anything heretofore undertaken by this or any other association.

As an Examiner particularly interested in student personnel service I have been greatly impressed by the widely differing attitudes of administrative officers. In some small colleges, one might safely say in most small colleges, the typical point of view is expressed in some such remarks as "Our Student body is so small that the faculty members know all of the students personally. They are associated so closely that we really don't need a personnel program." As a rule this type of remark reflects either an imperfect conception of the scope and purpose of a student personnel service or represents a defense against an inadequate provision for such service. In one liberal arts college surveyed this year I asked the President, "What do you consider the most significant recent improvement in your institution?" Without hesitancy he replied, "The organization of our student advisory system." This remark came from a President who not so long ago saw little need for advisory service.

A different point of view is found in some of the larger institutions. There are, for example, university presidents who disavow all institutional responsibility for students beyond providing facilities for instruction and study. There are others who insist that each college within the university must be responsible for the attention given to the students which it registers. These attitudes generally reflect either a lack of sympathy with student personnel service or a lack of interest in providing for special student needs which transcend the limits of a given school or college.

Owing to these widely differing points of view and the varying approaches being employed, the evaluation of the per-

sonnel service in an institution is not easy. There are no clear-cut measures which can be employed as a basis of judgment. Certain phases of the work have been found sufficiently significant, however, among institutions of high rating to be given special consideration. They are suggested both in the Manual and in the schedules filled out by institutions seeking accreditation. A brief review and interpretation of these major points is probably in order here.

The first is the provision made for the effective induction of students into the institution. Each institution should have clearly defined qualifications formulated in the light of its objective which students must have to be admitted. Institutions organized on different plans with varying objectives must likewise use every valid technique to decide whether applicants possess the requisite qualifications to profit by the programs which they provide. For the purpose of selecting qualified students high-school records, intelligence tests scores, personality ratings, achievements tests, special interests tests, health data, and other types of information may be used in varying combinations, and with differing degrees of emphasis.

The admission of qualified students to an institution constitutes only the initial step in the process of induction. It is commonly recognized that students coming to a campus for the first time should be given a favorable introduction to college life; should be aided in relating themselves effectively to their whole college environment, and to the major fields of knowledge. This phase of induction, usually called orientation, may be achieved through freshman week, through orientation course, or by other means. All of the information available at present indicates that Freshman Week is proving most effective as a means of orientation. The North Cen-

tral Association prescribes no specific method, it merely inquires into the procedures employed, and endeavors to evaluate the appropriateness and adequacy of the program in relation to the needs of entering students. Special attention is given to such specific items as the provision made for the administration of tests and measurements, the results of which are to be used in classifying or counselling students; for registering students, for acquainting them with the advisory service; for giving physical and medical examinations; for informing them regarding the physical facilities of the institution and the cultural aspects of the community; for introducing them to the recreational possibilities within the institution; for providing activities which present the social life of the institution at its best; for presenting the extracurriculum activities of the institution; for interpreting the ideals, traditions, and standards of living within the institution; for aiding students dependent upon part-time employment to secure positions and to get started in them; and for providing some free time which students may use in getting settled in, and adjusted to, their new environment.

The second major point taken into account in evaluating the personnel service is the provision made for counselling students. The situations giving rise to the need for special counsel are, in general, potential failure, mediocre performance by students of superior ability, and various intimate problems of personal adjustments which may or may not be reflected in academic achievements. The primary question in evaluating the counseling procedures is not, Does the institution recognize the existence of the various types of problems just indicated? but, Are constructive measures employed to diagnose the factors underlying these problems and are appropriate remedial

steps taken to aid students in overcoming their difficulties? Among the more common factors underlying potential failure, for example, are, poor general preparation in high school; inadequate command of certain tool subjects, such as reading, mathematics, or English usage; and ineffective study habits. Not infrequently, several of these limitations occur in combination. The diagnostic techniques and instruments which may be employed in identifying these special difficulties are still in the experimental stage. They have been sufficiently perfected, however, to be of considerable practical value. Among these techniques and instruments are standardized subject-matter tests, standardized reading tests supplemented by photographed analysis of eye-movements in reading, and tests of special abilities, aptitudes and interests. But not all difficulties can be diagnosed by means of these objective instruments. Individual case studies must be made of how a student uses his time, how he takes notes on lectures and collateral reading, of the form in which notes are kept, of the use made of notes for the purpose of review, of the economic circumstances, social relations, or home conditions which may be unduly distracting, of habits of living, of the health status, and of individual educational objectives. The data collected when analyzed and combined, will constitute a pattern often somewhat typical, but in many respects varying for each individual.

The results of a diagnosis will soon reveal the absurdity of much so-called educational counseling which consists chiefly of such ineffective exhortation as—"Study harder"—"Spend more time on your work"—"Learn to read more rapidly"—"Write more clearly"—"Practice taking notes"—"Get more sleep"—"Quit playing and get down to business"—or—"Decide what you want to do

after college." Really effective counselling will employ special remedial procedures appropriate to individual needs. Often actual laboratory practice must be substituted for vague admonitions.

What is commonly designated as vocational counseling is really an integral part of educational counseling. It involves basically providing aids for students in individual self-analysis to determine their interests in and aptitude for different vocations; opportunities for investigating various vocational fields including, if at all possible, real experience in selected vocations, advice in organizing an educational program that will provide the best background for a chosen vocation, and assistance in getting started satisfactorily in the vocation. As a means of evaluating the effectiveness of the vocational counseling, inquiry is made regarding the extent to which special aptitude and interest tests are employed, the type of vocational information available in the library of the institution or in the office of the counselors, and concerning the placement procedures.

It is apparent from this statement regarding the evaluation of counseling procedures that it is not expected that all institutions shall have a uniform plan of counseling. The fundamental question is, Does the institution take adequate cognizance of the need for counsel and does it make satisfactory provisions for this need? Many institutions assemble the information essential to diagnostic and remedial procedures in counseling, but fail to use the information effectively. An Examiner may be duly impressed with the completeness of the information and yet may rate the counseling program of an institution low because of the failure to relate it to students' problems.

The third point to which special attention is given is the provision which an

institution makes for directing the program of extracurricular activities. In this connection, consideration is given to such questions as—"Is the number and character of the activities appropriate to the needs of the student body?" Is an effort made to stimulate all students to participate in some activities, and to control excessive participation on the part of some students? And—Is due emphasis given to the educational value of the activities? As yet no adequate objective criteria have been developed for evaluating the adequacy of a program of extra curriculum activities. This means that the Examiner must rely largely on his subjective judgment based upon a comparison of the activities programs found in institutions of various sizes and types.

The fourth point given special consideration is the provision made for financial aid to students. Reference has already been made to the fact that financial problems frequently are a source of serious distraction and may impede students in their academic progress. Of all student problems financial difficulties, particularly at present, occur most frequently. The questions generally considered by the Examiner are—What are the types of financial aid provided by the institution? What is the basis upon which grants of aid are made? Is the total amount of aid adequate? Are the business procedures employed in administering aid such as to have real educational value for the student? Two of the major criticisms which may be made of the administration of financial aid in most institutions are—first, the failure to follow a well-formulated policy in granting scholarships and loans, and second, the failure to impress students with the fact that grants of aid, particularly loans, constitute a strictly business arrangement, and that sound business policies must be observed.

The fifth point taken into account in evaluating a personnel program is the student health service. This is probably the weakest phase of the program of most institutions. The Examiner gives special attention to the maintenance of a trained health staff adequate to the needs of the institution, the thoroughness and frequency of physical examinations, the provision for infirmary service and hospitalization, the measures employed for the dissemination of health information among students, the means employed for the enforcement of sanitation and hygiene, and the provision for special corrective and remedial work particularly in the department of physical education. Some attention is also given to the provision for psychiatric service to students who experience serious emotionality or personality difficulties. There is some difference of opinion as to the extent to which this type of service should be provided, consequently less weight is attached to it than to the other phases already mentioned. Most colleges have made a mere beginning in the development of a comprehensive health program. Some institutions stress physical examinations, others maintain fairly adequate infirmary arrangements, still others emphasize sanitary measures or corrective procedures. Too seldom, however, are all of the major phases of a complete health program fully established and coordinated within a single institution.

The sixth point closely related to several of those already discussed, is the housing and boarding of students. The conditions in which students live bear such an important relationship to their social adjustment as well as their academic achievement, that housing arrangements deserve major consideration. The actual living arrangements for students differ so widely among institutions that it is difficult indeed, to apply any

uniform measure to determine their efficiency. As a rule, institutionally owned and operated dormitories prove most satisfactory. Even in dormitories, however, the actual standards of housekeeping and food service differ greatly. Most unsatisfactory are the arrangements whereby students live in private homes, when the institutional supervision of these living conditions is extremely limited or wholly lacking. Any evaluation of living arrangements must inevitably include the consideration of the dormitory conditions, the conditions prevailing in fraternity and sorority houses and the care with which private homes are inspected and approved.

The seventh point to be given special mention in this discussion, is student discipline. Two widely divergent and somewhat contradictory points of view are still found among institutions with reference to discipline. The general trend appears to be towards granting the students a maximum degree of individual freedom with sufficient control to give assurance that the exercise of this freedom does not jeopardize the rights and privileges of other students or affect adversely environmental conditions conducive to a maximum educational achievement on the part of each student. It is generally recognized by those who hold this point of view that many students enter college from homes or schools in which parents and teachers have exercised the traditional prerogative of control by authority. These students are often not prepared for the freedom accorded them in college life. Moreover, some parents still send their children to college with the expressed expectation that the college will look after them, a matter of putting them into safe-keeping. It becomes necessary, therefore, to give special attention to those students who have not reached a sufficient degree of responsibility and maturity to use satis-

factorily the freedom which a college affords them. But this is more a matter of counselling than of exercising arbitrary authority. Despite the growing emphasis upon individual freedom and responsibility, however, rules are still employed more extensively than any other single means to maintain good discipline. Most of the ends that rules and regulations are designed to achieve could be realized much more effectively through the development of traditions, customs, courtesies, and ideals that are interpreted to incoming students and practiced by all members of the school community. In a word, the elaborate sets of rules and regulations published by a majority of the colleges, are wholly inconsistent with current theories of education. Other types of control are without a doubt, more in accord with the needs of students and the purposes of higher education. The fact that some institutions still hold a highly paternalistic attitude and exercise rigid control over their students cannot, however, be made a basis for rating the institutions low in the matter of discipline, provided, of course, that these institutions announce this as a stated policy and are consistent with this policy in their disciplinary procedures.

One of the most serious criticisms which may be directed towards some institutions is the inconsistency in administrative procedures, growing out of poor administrative organization. The duplication of functions among various officers and the lack of a clearly defined policy often results in iniquities in dealing with students that are both inexplicable and indefensible. There can be little question that clearly defined policies combined with well-established lines of authority, bear directly upon the attitudes and conduct of students.

An evaluation of student discipline involves first of all then, the determina-

tion of the attitude of the administration toward questions of discipline and of the policies which have been adopted. The point of view of the institution having been determined, the next step is to investigate the consistency with which the policies are pursued, and the effect of these policies upon the general morale and spirit of the student.

One of the best types of evidence concerning the adequacy of the personnel service in an institution is its system of records. To be of maximal value the records should consolidate all the data pertaining to a student and should be readily available to every officer responsible for counseling students in academic or non-academic matters. The more important items of information which records should contain have been suggested in the preceding discussion and need not be detailed here.

Two specific criticisms may be made of the records which have been examined in certain institutions. First, in a few instances records are complete and well organized but are merely depositories of data. They are not readily accessible to those who should use them most and therefore are of little practical value in actual personnel work. These records are made an end in themselves, an impressive exhibit of the information which may be assembled regarding a student, but they are not instruments for increasing the effectiveness of student counseling. Second, in other institutions records are widely scattered among different offices, are usually incomplete in content, and do not provide a ready means of securing a unified knowledge of the factors relating to the history and progress of a student.

While numerous efforts have been made to develop standardized cumulative record forms, it is usually necessary to adapt these forms to the needs of the institution. Examiners are much less

concerned about the exact form of the records than they are to find the records serviceable instruments making for high degree of effectiveness in the personnel service.

An Examiner working under the present plan of accreditation, particularly as it pertains to the evaluation of the student personnel service as a whole, is inevitably impressed with the degree to which the individuality of institutions can be taken into account. This is well illustrated by three very distinct and yet widely divergent approaches to personal problems of students found in three separate colleges. One institution approached student adjustments through a religious philosophy designed to develop a firm religious faith leading to the elimination of basic fears and to the establishment of an emotional stability and self-confidence in the individual. A second institution approached the same problems of adjustment through the confessional, aiming thereby to release the student from the emotional stresses which he experienced, helping him thereby also to achieve an emotional balance and a calm approach to his every-day problems. The third institution relied upon the mental hygiene approach more commonly employed by the psychiatrist to overcome the handicaps of personality maladjustments. There was clear evidence in each institution that the procedures employed were achieving commendatory results. Full recognition could be given to each specialized approach without discriminating against any of them. Moreover, many different types of administrative organization for carrying on personnel work have been found. No institution is penalized merely because it fails to employ a prescribed or standardized form of administration. It may be, of course, that as further data are collected, certain types of organization will be judged more effective than

others. It is to be expected, however, that never will the basis of evaluation become so standardized or stereotyped that varying personnel procedures may not be taken into account as long as it is clearly evident that they are producing effective results.

Among the major criticisms which may be made of the personnel programs in most institutions are the lack of clearly defined points of view or policies, with reference to personnel work, the lack of a coordination of the personnel procedures which are employed by various administrative officers or faculty members, and particularly the failure on the part of many faculty members to recognize the important contribution which personnel work should make to

the achievement of the major educational objectives and consequently, the lack of cooperation on the part of these faculty members in carrying out personnel practices.

The plan of evaluating personnel work now employed, is especially adapted to the liberal arts college, with a single curriculum, a unified administration, and a single faculty. A major difficulty is encountered in applying the present plan of evaluation to large institutions, composed of a number of independent units. The personnel practices are often so divergent in these various units of a single institution that it becomes practically necessary to make a separate evaluation of the procedures in each college or professional school.

PAPER NUMBER FOUR

President O. R. LATHAM

Iowa State Teachers College, Cedar Falls, Iowa

Mr. Chairman, Members of the Commission, Ladies and Gentlemen:

It has long been recognized by educational experts that a college or university must have a workable scheme of administration if it is to be successful in the attainment of its aims and purposes. This principle has been re-affirmed and stressed in the new Statement of Policy of this Association. No attempt has been made, however, to lay out a particular and definite plan after which each and every member institution must pattern its own administrative organization and procedure. On the contrary, it has been stated clearly that every institution is to be permitted to preserve or formulate an administrative organization that will enable it to maintain its own institutional individuality and, at the same time, carry on its own special work or particular activities in the most effective and economical manner. In addition, it has been emphasized that administration is only a means to an end and not

an end in itself. This is to be interpreted as meaning that all administrative officials, from the President to the Head Janitor, and all the procedures and techniques which they employ, are justified only in the degree that they aid in a substantial and significant manner in promoting the efficiency of the instructional process.

But even though the new Statement of Policy is sympathetic toward variation from any fixed plan of administration, it should be remembered that there are certain fundamental principles that must be observed in connection with any administrative scheme if it is to be a workable one. In other words, the privilege of preserving institutional individuality and of deviating from any fixed plan does not mean that violation of fundamental principles of sound administration is to be overlooked or excused in connection with the accrediting process. And if I have interpreted correctly my assignment on this program, it is to

point out the difference between the conservation of institutional individuality in administration and dangerous deviation from fundamental tenets of administrative procedure. The illustrations, of course, will be drawn from institutions which the speaker has aided in examining during the past three months by the utilization of the new techniques.

In surveying a number of institutions one is impressed frequently and forcibly with the fact that it is a rare institution in which the officers of administration and instruction recognize and appreciate definite lines of administrative authority and responsibility. One finds members of Boards of Trustees performing certain executive functions, faculty members conferring directly with board members regarding administrative affairs, presidents employing instructors without consulting the department heads under whom the instructors are to serve, business managers hiring maintenance men and janitors and placing them under the supervision of superintendents of buildings and grounds, and department heads placing orders for equipment and supplies without reference to budgetary allocations. It is the unusual institution in which one can find any marked agreement as to who has final authority to select library books, to approve the offering of a new course, to fix the time schedule for a departmental course, or to approve policies concerning the admission of students. It is out of the ordinary to find an institution where the staff members have a clear-cut and definite realization of how the curriculum is revised, how a new member of the staff is appointed, how students who have been dropped are readmitted, how the academic rank of faculty members is determined, and how standards for student rooms in off-campus houses are established. All of which simply indicates

that many college presidents could make a distinctive contribution to the efficient operation of their institutions by devoting at least three or four faculty meetings to a discussion of internal administrative responsibilities and procedures.

One of the more noticeable variations in administrative practices among colleges and universities revolves about the degree or extent to which faculties and faculty committees perform administrative functions. Institutions were examined in which faculty committees of one kind or another perform almost every administrative duty from preparing the budget to supervising student social affairs. In some instances there are a large number of such committees and the sizes vary from three members to as many as nine. While it is, of course, desirable and necessary for every college to have some faculty committees discharging certain obligations and responsibilities, one cannot help but doubt the advisability and economy of carrying the practice to the extreme that is sometimes found. I believe it is generally conceded that committee work is inefficient and time-consuming and most activities now being carried on by faculty committees could be done as well, if not better, and certainly far more economically, by administrative officials. At any rate, the primary function of a faculty, in so far as administrative matters are concerned, is to determine policy rather than execute or administer.

Institutions vary also in the degree to which they assign certain administrative duties and responsibilities to individual faculty members. In some colleges all administrative functions are handled by full time administrative officials while in other institutions they are parceled out to several faculty members. Sometimes the latter practice is followed in the belief that it is economy

but in most cases if the administrative functions were centered in two or three offices and the teaching loads of the relieved faculty members increased, the difference in cost would be negligible. All too often, when faculty members are assigned administrative functions their teaching loads are not decreased sufficiently to give them adequate time and energy to handle their new duties. As a result, either their instructional activities or their administrative responsibilities are slighted. In one institution surveyed, the Dean of the College was teaching 9 hours, the Dean of Women 12 hours, and the Dean of Men 14 hours. With instructional loads of such proportions it cannot be expected that these officials can give a great deal of attention to their administrative and personnel duties. And in this particular case it was the personnel work that suffered because the Deans of Students were more interested in their subject-matter fields than in helping students make the necessary adjustments to college life. In another institution the Registrar teaches from 7 to 10 hours per week in the field of agriculture, while the Dean of Men teaches from 10 to 13 hours per week in the field of geography. Both officials are exceedingly competent men, but the inspector senses that they are primarily interested in their instructional activities and that their personnel duties and responsibilities are matters of secondary interest and concern. Besides, it must be remembered that in nearly all such cases the faculty members have no training for their administrative and personnel work. It is the judgment of the speaker that administrative duties and personnel activities are of sufficient importance to warrant being handled not only by persons who have sufficient time to do the work effectively but also by individuals who have been definitely and specifically trained for their jobs. A pastor who has

been successful in raising funds for the construction and maintenance of a new church for his parish is not necessarily qualified to be business manager of the nearest college supported by his denomination especially if he doesn't know the difference between a ledger and a journal. A woman English instructor who may be young, lovable, and popular or old, sweet, and motherly is not fitted by reason of either group of personal qualities to be a Dean of Women especially if she is more interested in Romeo or King Lear than in counseling sincerely and effectively with college girls regarding their intimate personal affairs.

Two items pertaining to administration in connection with which there does not seem to be much variation among colleges are the length of terms of board members and the presence on the boards of citizens of the communities in which the colleges are located. In no one of eight colleges and universities which the speaker aided in examining this year is the length of the term of the board members more than five years and provisions for overlapping of board membership are not effective. It is generally conceded that six years ought to be the minimum length of term of board membership in order that a new member may have an opportunity to become thoroughly acquainted with the duties and responsibilities of his office before reaching the mid-point of his term. A short term of three, four, or five years is not as objectionable, however, as a custom that has developed in one state covered by the association in which is located a tax-supported institution applying for accreditation this year. The governing body of this college is composed of five members appointed by the governor of the state for a term of four years. In addition, the governor himself serves as an exofficio member. For a number of years it has been the custom for the

five appointive members of this particular board to hand in their resignations whenever a new governor has assumed office. Because of political turnovers this has happened ordinarily about every two years but occasionally other events have increased the frequency. At any rate, continuity of educational policy in this particular institution has been practically an impossibility. Again, in the case of nearly every institution visited this year, it has been found that at least one member of the governing board lives in the town or city in which the college is located. Such a situation seems to the speaker to be particularly unfortunate,—the degree depending upon the tact and wisdom of the board member. If he or she happens to be the kind of a person that lends a sympathetic ear to every disgruntled faculty member, disappointed rooming-house landlord, or avaricious local merchant, then his or her availability to these dissatisfied parties often results in considerable embarrassment to the administration and harm to the institution.

One finds marked variation in the size of governing boards and in the geographical distribution of their members. While it has been stated heretofore that it is undesirable to have local representatives on governing boards, it seems equally unsatisfactory to have members distributed over too large a geographical area. One institution visited has a Board of Trustees composed of 24 members. Seventeen of these members are elected by as many geographical districts of the religious denomination supporting the college. These 17 district representatives elect five more members who live in the immediate territory in which the institution is located. This group of five constitutes an executive committee which exercises immediate control of the college. The alumni elect the twenty-third member and the President of the col-

lege, serving *ex officio*, completes the roster of twenty-four. Because a large majority of the members have to travel such great distances, only one meeting of the Board of Trustees is held each year with the result that board members are not able to keep well informed regarding the work of the college. The president frankly confided to the examiners that he was worried about the difficulties inherent in such a situation and the examiners felt that his concern was prompted by good cause.

One could continue indefinitely. The complete list of variations, shortcomings, and imperfections in administrative procedure to be found in the colleges and universities located in the North Central Association territory would be a long one. Perhaps more important and significant illustrations could have been selected for this particular presentation. The important thing however, is that the new techniques for examining an institution—the new method of securing a picture of how effectively an institution operates—reveals all of these variations, shortcomings and imperfections in a pronounced fashion. The only thing that needs to concern us is the justification for listing seeming shortcomings and imperfections as such or of permitting too wide a range of deviation from what has been established as the “best practice.” You have been informed that the validity and reliability of practically every item on the Pattern Map has been statistically determined. Furthermore you have been told that in determining values for certain practices the statistical findings have been discarded in cases where they have disagreed with established theory. Being one who has considerable respect for experimentally-determined data, I have seldom been willing to give so-called established theory the preference in case of a conflict. However, such a policy should have

pleased the defenders of the status quo. Nevertheless, there will always be sincere critics of the new techniques just as there were critics of the old. And the bases for criticism will be somewhat numerous and varied. For instance, in examining one institution this year, the speaker was discussing the administration of student personnel functions with the vigorous and competent young president and three or four of his subordinate personnel officers. We had come to that item in Score Card A having to do with the Organization for the Maintenance of Student Discipline. It says: "If authority is lodged in a faculty or a faculty-student committee which does not in-

clude any persons responsible for giving personal counsel to students, give 75 points; if such a committee is used but does include personal counseling officers, give 30 points; if discipline is entirely in the hands of executive officers, give zero points." The president explained that he assumed the major responsibility for most cases of discipline whereupon the examiner stated that he would have to score the institution zero on this particular point. The president replied that he just couldn't agree with an educational philosophy that displaces the authority of the kindly and sympathetic father in his own household.

PAPER NUMBER FIVE

Dean C. H. OLDFATHER

University of Nebraska, Lincoln, Nebraska

The general topic for discussion at this symposium appears to be, How is the new accrediting procedure working? Now we can all agree, I am sure, upon one point; namely, that no accrediting procedure will ever be devised that will meet with the general approval of all the parties concerned, and much has been said already today, and more will be said, to show us that this new procedure has the weaknesses which necessarily beset all products of mortal mind. The North Central Association had gone along fairly well for a good many years—not all the time with every cylinder catching, to be sure—but it had still made progress under a less involved procedure. And the question which, after all, must be uppermost in the minds of most of us is whether the new procedure is any better than the old.

It is this question which embarrassed me when I was told that as one of the examiners for the Association during the current year I must have a part in this program, and continues to embarrass me at this moment. For although my

undergraduate education and the larger part of my teaching experience have been in small colleges, one of these colleges being now in the number of those the presidents of which open with trembling fingers any envelope which bears the ominous words "Return to Room 318 Education Building, the University of Chicago," it had never before this year been my experience either to be examined, surveyed, inspected or whatever the pertinent process may have technically been denominated, or, on the contrary, to aid and abet such an inquisition. It is quite impossible, therefore, for me to compare the new accrediting procedure with the old. My only hope in appearing before you may be illustrated by a story which one of my colleagues in this work told on the occasion when we went into the final huddle of our task, about two weeks ago in this hotel. A young instructor burst into the lounge room of a Faculty Club crying out, "I have an idea!" An old professor looking up from his game of chess, grumbled, "Beginner's Luck!"

The portion of the new procedure which I was asked to discuss with you today was that which covers the general subjects of "Faculty" and "Curriculum," and these two subjects constitute, surely all of us would agree, the heart of the program of an educational institution. When any college or university has gathered a well-trained and vigorous faculty and has seen to it that the energy of such a faculty is concentrated upon a group of courses which have been selected and balanced with care, that college or university need have little concern about techniques of instruction and examination, and about grade curves.

As I read time and time again the sections and schedules on "Faculty" and "Curriculum" in the new Manual of Accrediting Procedures—this green-covered tome which, judging from its ubiquity upon the desks of college presidents, promises well soon to be known as the "Gideon Bible" of educational institutions of the Middle West; or perhaps it should be described more accurately as the "New Testament" of the North Central Association—I was impressed by two things. The first was the sanity of the Manual.

May I crave your indulgence at the interjection of much of the personal element into this part of my discussion. It will at least serve as evidence that I should qualify as a disinterested witness. As stated before, over much the larger part of my teaching experience the North Central Association was for me no more than a name, if it was even that. The first meeting of this kind which I attended was only three years ago. Two years past, for some reason unknown to me, I was to serve as a Commissioner. I said to myself, "Go to, now, I shall have an opportunity to look into the bowels of this institution, to examine the carburetor and piston-rings of this machine

which the Tax-payers League of my state declares to be the chief Juggernaut of the Central West." So I accepted the invitation to become a Commissioner and from that time began to sit up and take notice.

I must confess that last spring, when the new procedure was being discussed, I was not greatly *impressed*. Rather, it would be more precise to say that I was not altogether *persuaded*. For no one of us could avoid being impressed by that enormous Pattern Map, which, like a Nazi flag, seemed to cover nearly one entire wall of the large South Ballroom. Not only was I not altogether persuaded; this new procedure appeared to be a thing which could properly be "viewed with alarm." One who had been reared in and still makes his first concern the classic tradition, who still believes that there is more educational value in knowing what were the "Seven Wonders of the World" than in knowing what a superheterodyne is, could not avoid asking himself with considerable apprehension what sort of a new monster this was which the combined genius of the Teachers Colleges of Minnesota and Chicago had brought forth to harass and prey upon the academic peace of the college presidents of the Middle West. Amidst the sound and fury of such phrases as "new methods of evaluation," "progressive procedures," "the definition of objectives and the measure of their attainment," "adaptation of a program to the clientele, and the like, I remained unmoved and somewhat skeptical; for in the final analysis certain fundamentals of good education abide, a competent faculty, a sound and substantial curriculum, an adequate library, and financial stability. It appeared to me at the time that what was being accomplished was no more than a complicating of the procedure of arriving at the old standards of evaluation; although the

innocent bystander could still be apprehensive lest in actual fact reliance was to be placed upon new standards which would accredit an institution upon the basis of the adequacy of its alumni records and the cleanliness of its blackboards and toilet facilities.

Well, to be perfectly frank with you and to make a long story short, it may as well be stated that, out of the experience of the past three months, I who came to scoff am remaining to pray.

Returning to the "sanity" of the new procedure, let us look, for instance, at the vexed question of "Tenure and Freedom of Teaching." The Manual states: "Effective faculty service requires that the terms of appointment of each member of the faculty be clearly understood both by the instructor and by the institution and that there shall be no limitation upon an instructor's freedom to carry on research and to teach in his own instructional field unless such limitation is publicly known to be the policy of the institution and shall be made known to an instructor prior to his appointment. Arbitrary limitations upon tenure and freedom are a discredit to an institution." And further on the Manual again states, repeating itself in part:

"An unpredictable and arbitrary attitude on the part of an administration toward freedom of teaching is likewise to be condemned. Such limitations upon freedom of research and instruction as are a part of the settled policies of the agencies of control should be publicly known and declared to an instructor before his appointment. In the absence of such declaration an instructor should be free to assume that he has entire freedom in determining the content of instruction."

There is here set forth, to administrators who need to hear it in only too many cases, and to boards of control who

in the majority of cases, it is to be feared, have never thought for two consecutive minutes upon the subject, a statement of a policy on tenure and freedom which every institution should have. The policy is stated in minimum terms, with which surely no administration or board of control could quarrel. To have gone beyond this simple and direct statement would have raised issues which are at least controversial. Attention is called to the fact that every reputable institution should have seriously worked out a policy on this matter and the minimum desiderata are clearly stated; how such principles are to be interpreted in specific cases is left to a sense of the fitness of things on the part of instructors and to the honor of administrators and boards of control.

Take the matter of "Faculty Housing." On this subject we examiners have had some differences of opinion among ourselves and it is the only point in the whole new procedure on which my teammate and I, as we journeyed over the territory separating southern Michigan and northern New Mexico, could stir up a mild argument. President Latham has a vision of a row of faculty homes built round about and facing, side by side, his college campus. I had seen at first hand a missionary compound, a more severe strain than which upon the domestic frailties of human nature the mind of man has scarcely ever invented; I had lived in a small city with a colleague domiciled on my right and another on my left and remembered well the consequences when our children had fallen to fighting in the sandpile or when smoke from my burning leaves had blown over on my colleague's washing spread out fresh and clean upon the line. I told him how happy I was in Lincoln with no professor living nearer than two blocks.

As for "housing" the Manual has this to say: "The satisfactory housing of a

faculty is an asset to an institution. An institution may take a direct hand in this matter by providing housing for some or all members of the staff as a supplement to salary, by owning houses which it rents to faculty members, by providing land upon which the faculty may build homes, or by loaning money under moderate terms for the building of homes. Of first importance in all such plans is the welfare of the individual faculty members. Local investment of institutional funds for lucrative income is not desirable if the welfare of faculty families is subordinated. Nor is it desirable that an institution should encumber its stable sources of income by engaging in a faculty housing plan. Where no institutional provision is made for faculty housing, the housing and living condition in the community will be inquired into."

In this passage it is not even stated that a college or university should have a housing program, and of course no particular plan is advocated. Little more is said than that the housing of its faculty is an important consideration of every educational institution. After all this is a matter to which every college president is alert, but with this emphasis upon it in the Manual he may present it with greater vigor to his board of control which in too many cases has been at best only slightly concerned about the housing conditions of the faculty.

These are but two illustrations of what may be called the "sanity" of the new procedure. Many more could be added, for it stands out upon every page. We were requested, when we set out upon our work this year, to use the Manual with critical eye, watching for errors in order that the procedure might be improved. I must confess that for myself I found little to criticize that was of any consequence. A point or so had been re-

peated, although that may have been done consciously for sake of emphasis, and there appeared now and then a little "wishful thinking." So, for instance, an institution was commended if in its search for faculty members it made use of the placement service of the American Association of University Professors. My own very limited experience with this service has not commended it strongly to me, and although the theory upon which it was founded appears good, an institution is scarcely to be criticized if it has yet made little use of it, or even none at all. But, on the whole, it came as a surprise to me how little serious criticism I could raise against details of the new procedure.

The second characteristic of the new procedure which impressed me most favorably was its emphasis. Although nearly a hundred questions are asked under the new procedure for every one under the old, the strength of its emphasis is still upon the very subjects which we are at present considering, upon faculty, curriculum, instruction, library. For however carefully centered and organized may be the administration of an educational institution, however precise and noble, nay, even gradiloquent, may be the statement of its objectives, however beautiful and well-maintained its buildings and grounds—and the list could be far extended,—when all is said and done, we would still agree that these are but means to the single end that the faculty and curriculum may operate effectively for the education of our youth.

As for the faculty, the salient qualifications are all there in the schedules and they receive the emphasis which they deserve. The principal qualifications of the faculty are listed under advanced degrees held, years of graduate study, educational experience, publications, and membership in learned soci-

eties, attendance upon their meetings, and appearances on their programs. Now no specific one of these criteria may be said to be the single, all-essential factor of an efficient faculty—but taken together they give the picture. For instances, so far as the criterion of the proportion of a faculty holding the Doctor's Degree is concerned, educational institutions are profiting at present by a glutted market of highly trained teachers. The price for a teacher holding the Doctor's degree is not so great as it was some years ago. A high percentage of such men looks good on a report. But the Manual does not stop with the degrees held by the faculty. Of great concern is the question, What will the years do for these adequately trained teachers? Will the salary they receive and their term of service allow them to continue their growth, by means of the maintenance of contacts with their colleagues in the academic world; or will they be forced to stop their scholarly life with the completion of the doctor's dissertation. These are pertinent considerations. There are institutions where the term of service is eleven months, which means that the faculty are required to teach in the summer session, and the privilege for a faculty member of getting off every third or fourth summer without reduction in salary is called a system of "sabbatical leave." On a low salary level a professor simply cannot afford to take even this third or fourth summer off. Teachers can be found in the area of the North Central Association, only too many of them, who have not attended the meeting of a learned society for the four or five years they have been at their several institutions. In many cases these teachers are in one-man departments; they have not had an intellectual clash with a colleague in their field for years. They will acknowledge, when pressed, that they have gone backward; that the

high hopes and ambitions which they carried with them from the graduate school have with each year grown to appear more impossible of attainment.

Again, as regards the number of persons on a faculty holding the Master's Degree, it is a notorious fact that in too many graduate institutions the work required for the Master's Degree is little more than a fifth year of study on the college level. The Graduate Schools have their defense for this practice, since the vast majority of persons enrolling for this degree are high school teachers who are seeking nothing beyond the betterment of their financial status or the meeting of requirements set by their school-boards. In my judgment the Pattern Map sets too much store on the criterion of the Master's Degree. Speaking generally on the matter of the training of a faculty, evidence of the continuance of intellectual growth is as valuable, if not more valuable, than years of formal training and degrees that represent *past* attainment, and the Manual wisely emphasizes this point.

And in this connection let me mention the library. Considerable criticism has been levelled at the lists of periodicals and reference books in the schedules by which to check the holdings of the library. The lists should, in my opinion, be looked upon as ideals; I am not sure that any impressive number of the larger institutions in our territory would contain all the titles. They aid the librarian in getting larger appropriations from the administration, and call its attention to the necessity of every library holding a reasonable number of such titles. For if a faculty is to continue to grow intellectually it must have convenient to its use the minimum tools of scholarship by way of periodicals and works of reference.

Time will not allow me to illustrate the emphasis which the new procedure puts

upon certain all-important features of the curriculum. One instance may take the place of many. There is scarcely an institution, large or small, in our territory which is not guilty of the sin of trying to be "all things unto all men." One of the very few good reasons to be adduced for the establishment of a strong federal board or department of education is that it might help eliminate duplication of education, both on the undergraduate and graduate level. It might, for instance, persuade the State of Wisconsin to eliminate seven or eight of its nine teachers colleges, and, over our entire territory, wipe out all but two or three agricultural colleges, but three or four engineering schools, and so on, all this to the great gain of education. Many an institution, at this time when student fees are so important, is being tempted to set up a curriculum, even to the degree of an ambitiously designated "major," in any and every subject, if only such a curriculum may lure to its halls another half-dozen students with some actual cash in their pockets. The Manual would guard against this by stipulating that such a curriculum be one of substance, that it have a sizeable clientele, and that it be supported by properly trained instructors and by adequate library and laboratory facilities.

As a final matter in connection with the emphasis of the new procedure, let me mention that upon the "individuality" of an institution. As one who by no means believes that the day of the four-year college is past, I look upon this as of vital importance. Let us have in this territory of ours many kinds of institutions—and this the Manual clearly envisages. I seem to sense a tendency among the colleges of our states to imitate the large tax-supported institutions; the state university is doing thus and thus and the small college must follow. *Gott bewahre!* The last thing a small

college should do is slavishly to copy the entrance requirements, the curriculum, the requirements for graduation of the large schools in its vicinity. If the new procedure of the North Central Association were to mean the establishment of "standard" educational institutions in its territory no man who has thought for ten consecutive minutes on the connotations of culture would touch it with a telegraph pole.

This audience is of course fully cognizant that we examiners who are speaking to you today are speaking for no one but ourselves. For the last three months we have gone forth, two by two in true Biblical fashion, to administer the healing grace of the "New Procedure"; but we are no more than the hirelings of the North Central Association. And this position of hireling enables us to speak less guardedly in our reports and during our inspections than would be possible otherwise. A few weeks ago when we were privileged to break bread with the solemn Areopagites who constitute the Board of Review, I certainly for one was duly impressed with my humble status. And so, conscious that I am speaking only for myself and that there will be absolutely no occasion for anyone connected in an official capacity with the North Central Association to disavow what I may say, I would, in conclusion, add this further consideration.

It must be clear to everyone that by the new procedure the North Central Association has gone further than ever before in providing a guidance for the educational institutions in its territory, and with this further step my recent experience leads me to be in full accord. To the degree that the Association, leaving at the same time a latitude which allows institutions to develop their individual programs, sets forth more clearly the general pattern which should prevail in

the educational institutions of our area, to that degree it may serve as an organization, not alone to measure, but definitely to raise the level of education in its territory. This very thing, I trust, is what the Association, by means of the Manual, has definitely undertaken to do. Relying upon the standards set by the Association a board of control of a denominational college, for instance, may go to the larger body which founded it and maintains a control over it, and ask with greater vigor for more adequate support; administrators may press with greater confidence, before their boards of control, for procedures and programs which have been received in the past with coolness or even disfavor; faculties may find in the Association their only recourse against an administration which is jeopardizing the welfare of the faculty and the future of the institution by considering buildings and winning athletic teams to be of greater consequence than teaching and research.

And a closing word on behalf of the young people of our constituency. When this section of our country was still a part of the frontier it was excusable that

the educational institutions of the frontier, springing up as they did to serve a society which had not yet found itself, should have been far behind the older institutions of our eastern seaboard, many of which they strove to imitate. The frontier has long since moved beyond us, but too much of its spirit and tone still remain in the standards of these institutions. There is scarcely a preparatory school or high school in our entire area which can even claim comparison with dozens of such beyond the Alleghenies, and of our hundreds of colleges and several score universities how few can keep their heads up when measured beside the better institutions to our east. Our young people deserve better than they are at present receiving. A beneficent Providence has not fixed the ancestry or birthplace of genius; our students have their share of ability. If by this new procedure of accrediting our Association has consciously undertaken further to improve the education of the young men and women of our area who come up to us, to see to it that when they ask for bread they shall not be given a stone, it has done well.

PAPER NUMBER SIX

Dr. JOHN DALE RUSSELL
The University of Chicago

Relative Emphasis on Financial Items.—The financial section of the new accrediting procedure occupies a relatively small space on the pattern map, only four of the eighty-one columns being devoted to the subject of finance. This is in marked contrast to the emphasis that was laid upon financial matters in the old accrediting procedure, which, it may be safely estimated, placed almost as much weight on financial matters as on all the other standards combined. One of the speakers this morning is in error when he assumes that the old stress on financial data is carried over into the new proce-

cedure. There is no support for this opinion either in the pattern map or in the Manual.

As a matter of fact, the Committee on Revision of Standards was very careful not to suggest a predetermined weighting or emphasis on each of the eighty-one items, for the theory was that the emphasis would vary from institution to institution. In some colleges the financial situation may be very important in considering eligibility for accreditation; in others it may be practically negligible. For that reason it is not safe to assume any given stress on finance in the new

accrediting procedure. The only valid general conclusion that could be drawn would be based on the fact that only four out of eighty-one items of the pattern map are devoted to finance.

Weightings for Size of Enrollment.—One of the criticisms of the new accrediting procedure that has been raised this morning relates to the weighting that is applied to the item of educational expenditure per student in order to account for the size of the institution. You recall that, in the accrediting procedure, the actual expenditure per student for educational purposes is first determined, and then this figure is scaled down in accordance with the principle that a given quality of education costs more in a small institution than in a larger one. For example, in a college of 500 students the actual expenditure is multiplied by .74 in order to derive a figure that will be comparable to the cost for the same quality of program in an institution of 1050 or more students.

The table of weightings presented in the *Manual* was prepared after a painstaking investigation to determine the actual effect of the size of the institution on the cost per student. The description that was given of the weighting table this morning was not strictly accurate, for it is not scaled down one per cent for each 20 students. Instead, the weightings take the form of a curve, and decrease much more rapidly in the lower brackets of enrollment than in the upper. It is a smooth curve, mathematically derived. At the annual meeting of the Association last year, I discussed rather fully the manner of determining these weightings. The paper was printed in the October number of the *QUARTERLY*, and I shall not bore you by repeating the details of the research procedure underlying the development of the weightings. That paper answers fully many of the questions that were raised this morning.

One or two points concerning the research on this matter need further elaboration. In the first place, the study was conducted in a thoroughly scientific manner. A monograph has been prepared and is about ready for the printer describing, among other things, the details of this research procedure that underlie the development of the table of weightings. The manuscript of this monograph has been submitted to a number of competent critics for a judgment concerning the soundness of the research procedure. No one who has read the monograph has raised any question whatever regarding the technics employed or the conclusions that are reached on the basis of data. I shall be glad to make the manuscript of that monograph available to anyone who wants to read it, although sufficient copies for general distribution are not yet available.

In the second place, it may be pointed out that the principle on which the table of weightings is based; namely, that a given quality of education costs more per student in a small institution than in a large one, has been recognized for a long time, both in the secondary school and at the collegiate level. Both speakers this morning recognized this principle. President Reynolds was kind enough to refer to earlier studies by Reeves and myself, saving me the necessity of repeating the information. The present investigation is based on much the same technic as these former studies, and is really a refinement and an improvement of them. This accounts for the fact that the weightings derived differ slightly from those suggested in earlier studies.

It should also be pointed out that the former standard of the Association relating to minimum endowment and minimum income was also based on this very same principle; namely, that a given quality of education costs more in a small institution than in a large one. The new

procedure adopted nothing that was at all radical or revolutionary in the experience of this Association. The old standard required institutions to have a minimum income of \$50,000 plus \$5,000 for each 100 students in excess of 200. Thus in a college of 1100 students, the requirement of minimum income would be \$86 per student; in a college of 500 students, \$130 per student; in a college of 100 students, \$500 per student. The only difference between the principle in the former standards and in the present table of weightings is in the actual size of the weightings. Although the old standards do not mention a weighting curve, one is actually implied and the shape of the weighting curves in the old and in the new procedure are remarkably similar. The new procedure was developed without reference to the old standards, and we were somewhat surprised to find the similarity of the two curves.

Actually, the new procedure penalizes the small institution less than the old did. In other words, the weightings are less severe against the small institution in the new procedure than they were in the old. For example, the new procedure gives a college of 100 students a weighting of .36. The old standard, if we take the institution of 1100 students as a base, indicates a relative weighting of .17 for the college of 100 students. In other words, if the requirement is expressed in terms relative to the amount for a college of 1100 students, the old procedure was twice as severe on the college of 100 students as the new procedure is. For an institution of 500 students under the new procedure, the weighting is .74; for the old, it was .66. Thus in the new procedure the scaling down is by one-fourth; in the old, it was by one-third. So far as I am aware, the facts on which this principle is based; namely, that education costs more for a given quality in small institutions than

in large, have never been successfully challenged, nor has the principle itself been heretofore criticized.

There is some possibility that the very large institution may also be more expensive per student than the medium sized one. In the table of weightings the final category is 1,050 students *and over*, assigning any institution over that size a weighting of one. Our research carried the weighting curve up through an enrollment of 2,000 students, and it was found to approximate a straight line in the region above 1,000 students. The data on which the study of the revision of standards is based were not sufficiently extensive to draw final conclusions concerning the appropriate weighting for institutions larger than 2,000 students. Such data as we have indicate that there is possibly the necessity of a negative weighting for the very large institutions; that is, typically, they spend more per student than one would expect from their general quality.

It would be entirely appropriate for the Association to continue the investigation to determine whether or not the weighting curve should be extended for the large institutions. Let me point out, however, that it is very difficult to disentangle the factor of scope of program from the factors of size of enrollment and quality of offerings in dealing with the large institutions. For example, the larger universities usually offer the Ph.D. degree, or they have a medical school, both of which are very expensive.

In the practical situation the relationship between size of enrollment and cost per student in the large institutions is not particularly important for the North Central Association, for it is seldom that a university of 3,000 or more students comes before the Association for review on any matter that affects the financial support. Almost all the institutions about

which the Association has to reach a decision are in the enrollment ranges for which the validity of the weighting curve is adequate.

It is very important to remember that no one feature of the accrediting procedure is crucial in making an evaluation of an institution. Thus, even if it be granted (as I do not) that there is an unfortunate discrimination against the small college in the section dealing with expenditure per student, this circumstance alone would probably never bar any institution from membership in the Association. It is only when a low expenditure per student is found in conjunction with other unpromising characteristics that any institution would be denied membership in the North Central Association.

Personally, I should be the last one to want to discriminate against the small college, for I am firmly convinced that it has a definite place in our American educational program. As a matter of fact, the weighting that is given in the *Manual* is of very little significance for institutions of 750 or more. That is, down to an enrollment of 750, the weighting has very little effect, and no institution of that size would possibly have its membership called into jeopardy by the application of the weighting curve alone. I would argue that this gives plenty of opportunity for the institutions that want to emphasize smallness as one of their virtues.

Sources of Income.—Another point that has been raised concerns the attitude toward student fees as a source of income. Let me confess my surprise at this comment, for I had expected exactly the opposite sort of criticism when the procedure was presented last year. The new procedure goes much further than the old standards did in recognizing student fees as a desirable source of income, so much further that I had frankly ex-

pected some adverse reaction to the radical tendency in that direction.

The *Manual* permits all income from students to be counted as evidence of stability of income. The sentence on page 103, to which President Reynolds has called attention, was thrown in merely for the sake of internal consistency. The editors of the *Manual* thought that it would perhaps look a bit strange in one section of the procedure to say, "Get all the income you can from students," and in another section, "Don't get too much income from students." Consistency seemed to demand some cross reference. Actually, in the computation there is no discount applied to income from students; it is all counted as stable income.

Furthermore—and those of you who heard the paper last year will recall that this was mentioned there also—the research does not support the idea that sources of income provide a valid index of institutional excellence, at least within the range of sources found in the institutions on which the study was based. The very type of research suggested by President Reynolds has already been made. In the fifty-seven institutions, which served as a base for developing the new procedure, the percentage which income from students was of educational expenditure ranged from zero to above eighty. By none of our technics could any relationship whatever be discovered between excellence and the degree of dependence on income from students. That fact, of course, would indicate statistically that the item ought to be discarded. We emphatically pointed out in the paper last year that the research procedures do not support the apparent discrimination against student fees as a source of income.

The research procedures, however, probably do not provide a final answer on the point. The question may be asked:

Does the Association want to open its doors to the proprietary type of institution? There has long been an opinion that that kind of an institution is not a desirable feature of our educational system, particularly in the liberal arts field. This Association, by its insistence in the old standards that at least half of the specified minimum income must be derived from sources other than students, has apparently committed itself to the policy of discouraging the proprietary institution. Possibly the Association is now ready to abandon its traditional attitude and to open its doors to proprietary schools, but the Committee that drafted the new accrediting procedure was of the opinion that the Association is not ready for that step.

It should be pointed out, furthermore, that there are considerations other than the mere traditional attitude toward the proprietary school that should be taken into account. It should be perfectly clear that a high degree of dependence on student fees is likely to set up internal stresses in an institution that may make difficult the maintenance of satisfactory academic standards. The point has been made this morning that the Manual specifies no particular percentage of dependence at which a danger is likely to arise; that omission seems quite proper, because the percentage will vary from institution to institution. It seems impossible to set a definite figure as the danger point at which the necessity of maintaining the income from student fees begins to involve a distortion of the academic program and standards.

The situation may be illustrated by a reference to one institution that was surveyed this winter for admission to the Association. It presents an extreme degree of dependence on student fees, the income from students being 98 per cent of the educational expenditure. To aggravate the situation further, the budget

in this institution is balanced by subtracting from faculty and administrative salaries whatever deficit there is between income and expenditure. The policy is first to pay all expenses other than staff salaries, then to use the balance of the available income for the payment of salaries as far as it will go on a pro rata basis. The unpaid portion of an instructor's salary is not considered an institutional indebtedness. Every faculty member understands that this expectation of receiving the stipulated amount of salary depends upon the realization of the budgeted income, and 98 per cent of the budgeted income is derived from student fees. Can you guess what was in the minds of the examiners when that situation came to light?

The procedure of the examiners was to ask for evidence of the maintenance of academic standards and of a proper regard for a distribution of marks in courses. It was found that the institution had set up an elaborate system for safeguarding the very danger that the examiners anticipated, based on careful research concerning marking practices. Every instructor, for example, was furnished with a memorandum showing the quality of the students in his class, not as individuals but as a group. He was told the general expectancy for the distribution of marks in that course on the basis of the ability of his students, as revealed by psychological examinations, marks in other courses, and similar data. The marks actually given by the instructor were then rigorously checked against this forecasted distribution, and deviations that might indicate undue leniency in marking were called into question.

In addition to this system of controlling the marks given in courses, the examiners investigated the percentage of failure. It was found to be as large in this college as in most others with which the examiners were familiar. In other

words, the instructors in this institution were failing students at about the rate one would normally expect. The examiners asked for the records of students who had been dismissed because of poor scholarship, and it was found that the number ran well into the hundreds. Despite the dependence on student fees, this large group of students had been dismissed and their fees lost to the institution because their academic records were unsatisfactory.

The only conclusion that the examiners could reach was that the very extreme dependence on student fees was not jeopardizing academic standards in this institution, and the report so stated. I am not informed what action the Board of Review has taken on the case, but on the point of sources of income the examiners gave the institution a clean bill of health, and said, "Although the situation is extreme, although the college stands at the zero percentile on sources of income, that fact has not operated to jeopardize academic standards and should not bar the institution from membership." This illustration should answer the question of how the institutional characteristic, sources of income, actually operates in practice.

One of the speakers this morning expressed the opinion that the inclusion of the item, sources of income, reflected a "paternalistic" attitude on the part of the Association. So far as the work of the Committee on Revision of Standards is concerned, I may safely and emphatically say that the inference that such an attitude was deliberately adopted is totally incorrect. The concept of paternalism was never mentioned in the councils of those who framed the section of the *Manual* dealing with sources of income. The sole concern was with the educational program of an institution and with the possible stress that might be reflected in that program because of a

very large dependence on student fees.

Omission of Attention to Outcome of Students.—Let us turn to another criticism that was raised this morning. President Rall points out the fact that the entire procedure fails to go into the question of what happens to the students who attend an institution. This is a very appropriate criticism. The man who should speak on this point is Dean M. E. Haggerty. He is not here today, so, although the matter does not belong under my topic, I am presuming to say a few words concerning the reasons for omitting from the accrediting procedure an analysis of student performance.

This is a matter that was carefully considered in the investigation on which the new procedure was based. An elaborate and costly testing program was carried on. In addition, the graduates of every one of the fifty-seven institutions were followed in the graduate schools, and a very painstaking analysis was made to see what happened to those graduates. From these investigations the conclusion was reached that other institutional characteristics, such as faculty competence, curriculum, instruction, and so on, did exactly the same job and did it much less burdensomely than the procedures of testing students or following the careers of graduates. In other words, the research showed that there is no need for such elaborate procedures as are involved in a testing program or a study of graduates, because exactly the same conclusion about an institution is reached from an examination of certain other characteristics. As President Rall pointed out, to follow the graduates of every institution is an extraordinarily burdensome task. It would be at least as big a job as all the remainder of the new accrediting procedure put together, and most of you, I take it, think the procedure sufficiently burdensome as it is.

It is important to note that the Com-

mission on Higher Institutions (if I am correct in interpreting its principles) is not concerned with the individual faculty member within the institution. The Secretary of the Commission has said on several occasions that he frequently gets letters from presidents asking if Mr. So-and-so would be approved as a professor in an accredited college, or from some would-be professor asking if he meets the qualifications for faculty membership in a North Central institution. The Secretary's invariable reply is that the Association never makes such rulings; it judges the competence of a faculty as a whole, not as individuals.

I would grant at once that the characteristics set up in the accrediting procedure, such as training, publications, and identification with learned societies, may not always be valid indexes of the competence of an individual instructor. The research on which the revision of standards is based indicates that these characteristics do furnish a reasonably reliable index of the competence of a faculty as a whole, and that the performance of students is generally rather closely associated with institutional characteristics such as competence of faculty.

The Procedure in Operation.—Thus far I have spoken concerning three or four points that have been raised in criticism of the new accrediting procedure. May I turn briefly to the consideration of another matter, the manner in which the new accrediting procedure has operated in the colleges that have been inspected this winter.

I am the only member of this year's corps of examiners who has had the advantage of connection with the committee that developed the new accrediting procedure. I am, therefore, probably—perhaps I should say undoubtedly—biased in my opinion concerning the manner in which the new procedure has

operated. If you will accept that limitation on my judgment, permit me to say that the procedure in its actual operation has exceeded the fondest hopes of those who developed it. Particularly gratifying to me has been the feeling, on completing a visit to a college, that the examiners know that institution thoroughly and can render a sound judgment concerning it.

There are one or two points in the financial section of the procedure that do not operate as smoothly as planned. The chief difficulty arises from the lack of uniformity in the financial accounting and reporting among institutions. Even within an institution, there are misconceptions that I had hoped would be avoided. The *Manual* seems to be sufficiently clear on most of these points, but the number of errors that occurred in submitting the financial data for the institutions visited this year was disturbing. It was our procedure, in inspecting institutions, to check the financial data directly to the books of account or to the audit, and to reconcile the figures, as submitted, with the figures from these official sources. It was rare indeed to find an institution, among those visited this year, with a report which checked accurately, or in which corrections did not have to be made.

Some of these errors occurred through a misunderstanding of the method of counting the number of students. It is very important in deriving comparable data on cost per student that every institution count its number of students in exactly the same way. The manner of counting the students is described accurately in the *Manual*, and the figure is not difficult to obtain if the instructions there are followed.

A second difficulty arose, in a surprising number of cases, from lack of completeness in the financial figures. The accounting records of many colleges do not contain the complete story of the

finances of the institution, and in more than one case it was necessary to correct the figures simply because the bookkeeping records were incomplete.

In other institutions the classification of educational expenditure had not been carried out accurately. This classification is described in detail in the recommendations of the National Committee on Standard Reports for Institutions of Higher Education, and a little study of the suggestions of that Committee would clarify the matter in any institution.

Another difficulty arose in the computing of the amount of stable income. The Manual requires that in computing this figure the amount expended for interest on indebtedness during the year shall be subtracted from the total income from stable sources before computing the income per student. This computation is based upon the principle that the first claim against the current resources of the institution will be interest payments. I believe the principle is sound (at least under normal circumstances), since if an institution expects to maintain its solvency it must first of all pay its interest on indebtedness, and the educational program will be maintained out of the resources that remain after the interest payment is cared for.

It is surprising in many cases to discover the extent to which the administration of an institution has been carried on without the advantages of the information that would have been afforded by an adequate financial accounting and reporting system. In some of the colleges surveyed this year, I am certain that even the board members could have had no adequate idea of the financial situation from the reports with which they had been furnished. To administer an institution without complete financial information is like trying to drive an automobile at night without headlights.

The emphasis that is placed on ade-

quate accounting and reporting by the new accrediting procedure of the North Central Association is justified, in my opinion, not only by the need of the Association for accurate financial data, but also by the internal needs of the institutions themselves. In its new procedure, the Association has put a weapon into the hands of presidents that will assure them of the ability to get accurate, dependable, and informative financial data about their own institutions. Many of them have lacked this kind of information in the past. The situation is somewhat comparable to the assistance the Association has rendered in helping institutions clean up unsound athletic situations. Many a president, I think, has been grateful to the Association for the provision of a club which would help him get rid of an unsound situation in athletics. I think that the North Central Association has now rendered a similar service in demanding accurate and dependable financial accounting and reporting.

The recommendations of the National Committee on Standard Reports were published last February under the title "Financial Reports for Colleges and Universities." I am informed that a copy has been sent to every college and university in the country. The academic officers of the colleges should insist that the recommendations of this committee be studied by the business managers and that the accounting and reporting within the institutions be set up in accordance with the plan outlined by the National Committee.

The Committee on Revision of Standards is closing up its work by preparing a series of monographs describing the research technics by which the new accrediting procedure was developed. We are very apologetic for the delay in the appearance of those monographs. I might remind you, however, that the

work of revising the accrediting procedure began just four years ago, and began with the understanding that it would take five years for completion. The job was done, so far as the accrediting procedure itself is concerned, in three years, due to pressure to get the new procedure into operation. The speeding up of the adoption of the new procedure accounts for the delay in the appearance of the research publications. Definite progress has been made, however, toward the completion of these monographs during the past year. Three or four of the volumes have been practically finished, and

one or two others are well along. The entire series will probably consist of seven or eight volumes. Most of the questions that have been raised concerning the procedure today are definitely answered in these monographs.

It is an unusual experience in educational research to have a revision of procedures adopted before the research on which it is based is published. Perhaps you will agree with me that this is a better plan than to publish the research and never to adopt the reforms that it recommends, as is all too frequently the case with educational investigations.

PAPER NUMBER SEVEN

ALPHONSE M. SCHWITALLA, S.J., Dean,
St. Louis University School of Medicine, St. Louis, Missouri

To an examiner who has had the experience of visiting colleges both under the old and new policies of the North Central Association, the most impressive feature of our present method by way of contrast with the old, is its educational soundness. Under the former scheme, the examiner came to the University or College loaded with armamentarium of yardsticks and steel tapes and leveling rods, surveyor's chains and theodolite. He scanned and measured and leveled and plotted until his report seemed adequate to tell the Board of Review to what extent a particular institution conformed or did not conform to a minimal predetermined pattern. Under the new scheme, the examiner may discard most of his quantitative paraphernalia. He ought to be expected to have a fair reserve of educational understanding, sympathy, insight and imagination. He must know something of general educational theory, of institutional administration, of school finance, of faculty organization, of personnel study technique and perhaps of four or five other major phases of college or university life. His work consists in receiving impressions, in gather-

ing facts, in letting the institution make its own imprint upon a receptive and sensitized consciousness and in the course of two or three days, to synthesize a composite picture of the institution in his mind and imagination. Under the former plan, the examiner was forced to make a comparative study of each institution with a figment of a non-existing institution, the standard college. Under the new plan, his study is objective, non-comparative, strictly historic.

I

From this contrast between the old and the new methods of evaluating institutions, there naturally develop a large number of corollary procedures. Under the old scheme, the examiner was apt all too easily to identify himself with his measuring devices. Under the new scheme, such a danger has vanished. If under the new scheme the disappearance of that danger leads to distortion of judgment from another source, correctives will quickly be developed if the same person has visited two or three institutions. I refer to the caution the examiner must constantly exercise in order

to avoid prejudice due to sub-conscious comparison of any particular institution with his own or some other institution better known to him than the college under study. We are however, all familiar with the safeguards of objectivity in research. Aloofness from one's too personal experience can be easily enough eliminated from a constellation of newly confronted facts. If the examiner can visualize each institution as the object of his research, if he can be made to bring to the study of his research problem the same disinterest objectivity conjoined with personally interested enthusiasm which the research worker brings to his problem, if he can supply to his survey of the institution that same intensity of effort and hunger for truth which characterizes his work in his own laboratory or study or library, then the new examining program of the North Central Association is bound to yield a rich harvest of results.

We might wish to stop here and discuss the qualifications of examiners for the North Central Association under the new program. We may however, safely leave the determination of qualifications to the officers of our organization and in the meantime be prepared to give to those officers that measure of assistance which our contact with these surveyors has lead us to develop.

One of the most commonly encountered difficulties with respect to any examining program is the statement that the new program is more "quantitative" than the old one was even though the claim is made by our Association that the North Central Association has now discarded quantitative standards. That there is something to be said in defense of this criticism, no one would deny who heard last year's discussion of this question. On the other hand, the criticism to my mind rests definitely upon a misconception. Because from the fact that

the elements of a judgment are quantitative, it does not follow that I am passing a quantitative judgment. As a matter of fact, the transition between qualitative and quantitative features of a program is extremely difficult to describe. From the mere fact alone that a school has four Ph.D.'s as directors of departments, there does not follow the conclusion either that the school is adequately or inadequately blessed with Ph.D.'s. Whether one or the other happens to be the case, depends upon so many other factors that it would frankly be impossible to evaluate a school by laying stress upon either the qualitative or the quantitative aspects only of the question.

The Board of Review under this present plan has available as the basis for its judgment not merely the report of the examiner and a self-testimony of the school but the answers of the very complete set of interrogatories; secondly, the weighted judgment of the examiner; thirdly, the pattern map; and fourthly, at least in most cases, the personal knowledge of one or the other examiner or of a member of the Board of Review of the educational performance and standing of each college. Under or in each of these elements of the composite judgment of the Board of Review, there are contained qualitative and quantitative factors. The fact that a judgment is couched in quantitative terms does not necessarily make it quantitative. If I wish to state the position of an "average" institution, I can do so either by grading it "C" or "Three" or of a superior institution by grading it "A" or "One." In one case, the judgment looks quantitative, just as the other judgment looks qualitative; but both are in reality expressive of the quality of the institution. For this reason, the fact that the examiner grades approximately eighty different features of an institution in terms of a one, two, three scale, or the further

fact that the Secretary's office weights these gradings by factors that run into hundreds so that the finer differentiations might be revealed, or the still further fact that an institution is given a place on half a hundred ordinates, does not impress me as imprinting a quantitative character on our present methods of examining schools. These seeming quantities are really expressive of judgments concerning qualities. The fact that I know down to a fraction of a millimeter the wave lengths of the strings for producing a chord in "C" sharp, does not destroy for me the appreciation of the psychological pleasure which I derive from a minor chord.

What emerges from the evaluation of these sets of data is, we hope, a real qualitative estimate of the institution's fitness or non-fitness for accreditation by the Association. Much more could be said about all of this especially with reference to the reports of the examiners. Anyone who has written such reports under the new scheme or who has read several of them, will recognize them as human documents full of sincerity of technical appreciation and of evidence of critical judgment. I wish to stress the fact that this is more or less independent of the particular choice of individuals as examiners by the officers of this Association. What I frankly believe, is that after one has penetrated into the real significance of the new policies, the plan itself practically forces the examiner to write a report of this character rather than a report which is aloof, coldly juridical or nakedly quantitative.

II

Let me turn to the special topic which was assigned to me for discussion—the objectives of an institution with reference to the new policies. In visiting several institutions, perhaps the most frequently recurring question which one

hears from administrators and teachers alike is this, couched sometimes in very diverse phraseology but still meaning the same: "Do you think we are achieving our purpose? Are we living up to our opportunities?" The concern in different institutions regarding the statement of objectives is most encouraging. It may perhaps be said without fear of contradiction that of all the principles enunciated in the Statement of Policy none has impressed itself more deeply upon the minds of our college administrators and faculties than this "Recognition will be given to the fact that the purposes of higher education are varied and that a particular institution may devote itself to a limited group of objectives and ignore others, except that no institution will be accredited that does not offer minimal facilities for general education, or require the completion of general education for admission." (Statement of Policy, April 19, 1934, page 11). One of the administrators of one of the colleges stated that he did not dare to apply to the North Central Association for accrediting of his institution until he had read this passage. Another stated with equal frankness that the objectives of his institution did not conform to those of a "standardized college" but since the North Central Association had become more liberal in its attitude towards diverse kinds of institutions, he felt that his college was doing as good a job in its field as other institutions were doing in theirs. Another college president stated as an explanation of contradictory elements in the curriculum, that these were due to the fact that the institution had changed its objective in the course of the last two years.

It must be clear to all of us that the formulation of an institution's objective is not so simple a process as it might seem to be. The point may be open to controversy but perhaps it should still be

said that an institution which is too general in the statement of its objectives has failed to realize its own special character or has failed to justify to itself its own existence or perhaps actually has no special character or a justification for its continued existence. Other alternatives will readily occur to each of us.

A number of comments upon the formulation of objectives might not prove out of place. First of all regarding the nature of a school's objectives. An objective is a clearly defined aim. It is hard to think of an objective as hazy. If by saying this I imply that each institution which attempts to formulate its objectives must have clarified its own educational philosophy, we should all probably find ourselves in complete agreement. When however, we try to apply this thought to a particular institution, haziness often results. If an institution says that its aim is to give a liberal education, very little can be learned from this statement until the institution defines what it means by a liberal education. We will probably all agree that that term is at the present time not interpreted univocally by all of us. Disparities are suggested immediately. Does the institution wish to exclude from the concept of liberal education all pre-professional education or not? Does the institution really, or only in its words, desire to exclude all forms of professional education? Does it include under the concept of liberal education all the elements of scientific and humanistic interest or does it confine its field to one rather than to the other? Specification of aim is as important in the definition of the purpose of an institution as it is in the individual life of each of us.

Furthermore, generalizations occur with reference to the group to which the institution appeals. It was a wise thought that was formulated by the framers of the Statement of Policy when

they wrote "The statement of purposes must be accompanied by a statement of the institution's clientele." It might be misunderstood if we supplied actual quotations from catalogues or reports. I am, therefore, not quoting from any particular document but the statement of one school in advertising an extension division of its college of liberal arts reads something like this: "The purpose of these curricula and courses is to afford the widest possible range of educational opportunity to the widest possible group of persons. We desire to appeal to school teachers, to clerical workers, to social workers, to tradesmen and to those who have thus far failed to secure opportunities above the elementary school level. To all of these, this institution desires to offer its facilities." To say the least, it would seem difficult to organize curricula and class groups in which persons of such diverse educational preparation could be advantageously educated. I am not here raising the question of the validity of extension facilities under a liberalized admission policy, I am merely stressing the thought by this exaggerated example that the statement of purpose of the institution must probably contain a definition of the clientele to which the institution addresses itself.

Perhaps a third consideration might lead to other suggestions. The colleges of liberal arts must accept the responsibility for perpetuating the terms pre-professional, pre-medical, pre-legal, etc., curricula. It is probably true that in the early days of the definition of prerequisites for professional education, the professions themselves, notably the medical profession, placed considerable stress upon premedical education. For a good many years however, the term has largely fallen into disuse in schools of medicine. In the official Association, stress has rather been laid upon liberal education as a preparation for the pro-

fession. There is hardly a meeting of the Association of American Medical Colleges in which pleas are not heard for a sound and broad basic education for the prospective student of medicine. So true is this that the Association of American Medical Colleges has departed considerably from its early purely quantitative requirement of a certain number of hours in various sciences. So true is this, that in the last formulation of the Association's requirement all quantitative statement of admission requirements are omitted. Provision is made for admitting candidates after two years of collegiate study even though they may lack credit in one or two of the required subjects and for the admission of students after three years of collegiate instruction even though they lack credits in any or all of the required subjects. Despite this attitude on the part of the professional schools, we still find colleges of liberal arts emphasizing their pre-medical curriculum and even holding graduate exercises for their pre-medical graduates. Such pre-medical curricula are for the most part rigorous and static in their content and highly formalized. It is difficult to see how the definition of aim of the liberal arts college is achieved through such curricula. I would not be understood for a moment as exonerating the professions from all blame for this situation but the point I am making is that certain colleges have failed to see that their own objectives are impeded rather than furthered by such a general situation. Specification of aim with respect to the individual courses seems, therefore, to be necessarily implied in the specified aim of the entire institution. In other words, a course, the object of which is not consistent with the general objective of the institution, seems an anomaly in the curricular offerings of the liberal arts college.

As a fourth consideration under this head, let me offer the following question. What kind of institutions is the North Central Association really prepared to recognize? Obviously, we do not desire to encroach upon the field of secondary education in our recognition of institutions of collegiate rank. While it is true that we have long since exorcised the bugaboo of the high school and college interrelationship and have come to recognize the educational value of some institutions which under the same management conduct institutions of secondary as well as collegiate rank, nevertheless we have not quite broken down all differentiations between the two groups. There is such a thing as education on the collegiate level. Assuming, therefore, that the Commission on Institutions of Higher Learning is recognizing such institutions, will it approve all institutions which make such a claim? Furthermore, is it possible or even feasible to teach any or every subject on a collegiate level? Will the North Central Association, for example, recognize an institution which states as its aim to prepare its students to hold positions of a technical and industrial character in the region which it is serving? We are all familiar with the old time manual training school or the former institutes of technology. Some of these regarded themselves as giving pre-technical training rather than education. If we have dropped the concept of training today and have rather chosen to extend the concept of the term "education," does that really make any difference? There may come to your mind institutions which, for example, have converted themselves from teacher-training institutions into colleges of liberal arts or into schools of education or into colleges with a preponderating department of education. Here are differentiations which await evaluation. The statement of the objectives of such in-

stitutions should give some clue as to the basic character of the school.

III

According to a philosophical truism, the objective or the end to be attained is a real cause; it inflows into its effect and into each process in the attainment of the effect. It is equally a truism that a cause need not necessarily be followed by its effect. A necessarily operative cause must be so followed, but a cause which is subject to the influence of human determination or self-determination may fail of achieving its effect. This consideration has a distinct bearing upon the institution's attainment of its objectives. These considerations have a bearing upon our present problem. Obviously, it is not enough for an institution merely to formulate its objectives. The whole institution to be really effective must be organized, administered and managed with reference to the institution's aim. Even this is not all. The mode of achieving the objective of each department must also be a consonant not only with the institution's aim, but also with the institution's method of achieving it. Some form of organization is essential in the operation of every cause. If nothing else results from the operation of the cause, there must follow at least a time sequence of events. In such a complex organization as a college or University, it is unthinkable that the institution's objectives should fail to effect some form of organization unless this happens through the lack of understanding or the deliberate choice or the incapacity of the individuals who guide the institution in the achievement of its ends. The old philosopher also distinguished between the objective of a project and the objective of the projector, between the *finis operis* and the *finis operandis*.

Now what is the bearing of all this metaphysical consideration upon our col-

leges? Are the colleges really carrying out their stated objectives? Now it is clear that this can be done directly or indirectly. I may go from here to New York by way of Pittsburgh or by way of Montreal. The College may choose to achieve its aim by a circuitous or by a direct route. One of the most striking features which impresses an examiner in studying several institutions is the diverse ways in which schools attack the problem of achieving their objectives. We find the institution in which the administrative officers and the instructional officers as well as the auxiliary personnel somehow or another have been organically integrated into a cooperative agency for the achievement of the purpose. The curriculum carries out the same fundamental idea. It is limited by the confines set by the statement of purpose. It shows no incoordinated elements. Each course is part of a larger instructional unit. Each department has definite responsibility for its own development and equally definite responsibility in aid of the development of other departments. Athletics, the student health program, the student counselling program, the system of academic rewards, the extra-curricular activities both cultural and recreational are so organized as to assist in the general educative effort of the institution. These activities are not viewed as ancillary to study, but both study and these activities are unified in their total effect upon the student. Punishment in such institution is unknown, but correction is remedial, not of individual acts, but of the individual's habits, manners and conduct. Recreation is not extra-academic, but decidedly intra-academic in its plan and purpose. The personnel of the Faculty is characterized by the same definiteness of aim. The administration has exercised judicious self-effacement and serves as a buttress and foundation of educational effort.

Contrariwise, one meets perhaps more frequently the institution in which the objective has been allowed to shape in a striking and perhaps even a superior form one or another phase of the institution's work. Sometimes the objective has been most influential in developing a particular curriculum or a part of a curriculum. Sometimes the choice of personnel is definitely correlated with the purpose of the institution. Again one finds a non-instructional phase of the college that has been stressed with relation to the institution's ambitioned purpose. But in all of these cases of overemphasis of one activity, one finds in parallel a corresponding neglect of the objective in some other phase of the activity.

It must clearly be admitted that no institution can have arrived at perfection in this respect unless it be the institution that has an extremely low ideal. Institutions, therefore, differ from each other not only in their formulated objectives, but also in their degree of success in achieving these aims.

With respect to these thoughts, we might present a few desultory thoughts on the various views of college or university administration. It is clear, for example, that the derivation of authority in administration will be different in any school in which there is a highly centralized plan of operation and in the school in which the plan of organization is largely departmentalized. No one could claim that one of these schemes rather than another is necessarily conducive to the development of a particular educational product. When, however, one finds the general administration of a school planned in beautiful order while the subordinate units are left to pursue their diverse purposes in a completely incoordinated manner, one may well question the consistent influence of the institution's aim in its administration. It must

be recognized, to be sure, that much of this depends upon the personality of this or that professor, instructor or departmental director. There can be no slavish rules in all of this, but the fact still remains that certain general principles may not fail of their application in particular circumstances. Similarly, with respect to the curriculum, when a college which has adopted a formulation of its objectives that might be considered acceptable for a good liberal arts college overstressed certain vocational courses—when it allows collegiate credit for typewriting and stenography, for example, or for wood turning and metal working, when it awards academic recognition to the development of skills for which the student could not possibly have developed the theoretical background within the confines of the institution's stated purposes, one may well hesitate in pronouncing such an institution as conforming to at least the ordinary acceptable definition of a liberal arts college. This statement again must be accepted with reservations. Conditions differ in different localities, but it seems that it should be possible to lay down certain basic and perhaps generally acceptable principles in this respect. At any rate, it seems clear that the value of the educational product of the institution is rather easily imperiled by failure to adopt proper means in the pursuit of an educational objective. One finds even that a school has changed the character of its curricula without changing its objective. While this is theoretically possible on the theory than an end may be achieved by more than one route, there should at least be evidence in the institution that the change in the curricula has been made with a definite understanding of the implications. We find also a more serious condition—that objectives change without a change in curricula. This is more serious because while for a given objec-

tive there are not ordinarily specific means, the means are, generally speaking, useless without a specific objective.

Another field in which the relation between objectives and administration adequately considered has apparently failed to be generally recognized is the differentiation between rural and urban colleges. There is a great difference between these two classes of institutions, needless to say. For the most part the rural college is a self-contained institution. It must be to the student to a much larger degree than in the urban university or college, the focal point of the student's interest. The urban institution can supply from extra-institutional sources much of the interest and influence which the rural institution must create within itself. I do not deny for a moment that the rural institution presents certain distinct advantages for the promotion of certain phases of scholarship, nor that the urban institution has its own peculiar and extremely important advantages. The point I am making here is that the two classes of institutions are different and that somehow in the statement of its aims, even granting that the aims might conceivably be entirely identical, must be achieved by diverse educational techniques and procedures. The enlargement of the student's interest and of the interest of the Faculty member is perhaps the greatest problem which confronts the rural institution. The restriction of interest and the selection of students' exposures to influences together with the substitution of influence upon the student is perhaps the greatest problem which the urban university has to meet. Despite these differences, we find institutions diversely situated copying each other's methods, dressing up in the educational paraphernalia of their neighbors, sacrificing what is the most valuable thing in an institution's educational dignity; namely, its own individu-

ality. To add to the difficulty, such imitation may all too frequently result in caricature, with a corresponding distortion of the educational product.

Another field in which we seem to have missed the influence of objectives and of those inter-school relationships which are commonly included under the concept of affiliation. This blanket term covers a vast multitude of educational inter-relationships. It is scarcely my purpose here to attempt a classification of these educational kinships, but perhaps the pointing out of some of the forms might assist in understanding further comments.

We have, first of all, that form of affiliation through which complete integration of one institution into another, usually a larger one, results. A corporate college of a university is an instance in point. In such a relationship, the educational policies of the smaller school, its faculty, its curriculum, its individual courses, its award of educational credit, have all been placed under the jurisdiction and the active administration of the larger organization. This form of relationship should, therefore, not be designated as affiliation. It should rather be called institutional integration. In the second form of relationship, we find that certain administrative or educational functions only of the institution as a whole are entrusted to another institution, again usually a larger one. The recognition of curricula in the smaller institution by the larger one is not uncommon. The transfer of students, the awarding of rank to faculty members, the functioning in the registrar's office—the responsibility for any one of these or all of them or others, has frequently been shifted from one institution to another. It is suggested that this relationship should be called by the name of 'institutional affiliation.' In still a third form of what is popularly called affilia-

tion, we find that one institution recognizes courses or a sequence of courses for a particular purpose, the attainment of which is beyond the purposes of the affiliated, but within the purposes of the affiliating institution. This form of relationship might properly be designated curricular or course affiliation with the further specification of the particular curriculum, say, chemistry, or biology, or nursing. Lastly and fourthly we find a situation in which one institution equivalently accredits certain courses for a certain number of credit hours as is done, for example, not infrequently by our State Universities or Departments of Education for colleges within a given State. This form of relationship should not be designated as affiliation, but perhaps as accreditation.

To briefly apply all of this, we find that certain universities and colleges have taken over schools of music and of art, or of nursing or of commerce. They hold their commencements together. They allow the smaller or the professional institution to give degrees in the name of the larger institution after a more or less thorough process of examination of classroom achievement or sometimes the affiliating institution extends a measure of recognition to the faculty members of the smaller or the professional school. Whatever one may think of some of these procedures is not our concern for the moment. The important thing is that these relationships are frequently entered into without a careful study of the possibility of unifying the aims of the affiliating and the affiliated institution. Certainly one would say at the outset that a degree-conferring institution should not extend the privileges and the honor of its degree to students from another school even though closely affiliated, unless the degree-conferring institution has assured itself of the academic integrity of the smaller school. It

may be said with a fair degree of assurance that the consideration of objectives has not been always carefully kept in mind when institutions entered into such interrelationships.

I should like to develop this thought further with respect to two other contrasting groups of institutions. Whether we desire to admit it or not, it still seems true to me that we are developing two diverse kinds of institutions with respect to the student clientele to which the school makes its appeal. One grows up from and of the people; it is servitor to popular needs and claims; it yields and bends to popular favor; it is dependent upon taxation, or at least upon funds derived from its widely distributed patrons; it must listen to requests for new courses and curricula; it is not entirely its own master in the choice of faculty members and administrators; it cannot enforce advanced entrance requirements in the selection, nor exacting standards in the promotion of its students. The other type of college grows up not from amongst the people but from a superior group in its field of assumed or real intellectual excellence; it can afford to ignore popular demands; it is impervious except to selected influence, immobile to any except selected pressures; it is not dependent upon casual or relatively uncertain income; it dictates to its students what courses it will offer and give; it chooses its faculty members with stress upon its own self-determination; it practices rigorous and exacting selection of its students, promotes them under regulations progressively more and more eliminative, and graduates them with the carefully developed consciousness that they are to go out into the world as leaders. I have designated the two kinds of colleges and universities as demophyllic and aristophyllic respectively.

There is room and need for both kinds of institutions in our country. One cre-

ates popular thought; the other absorbs, then interprets, popular thought. One attracts the student; the other frequently seeks the student. We need both kinds of gathering places for our people. Whether we believe that we should educate the masses or whether we believe that we should educate the classes, it is just as honorable to educate one group as to educate the other; but the point is that respective vocation be recognized in the schools' objectives and this differential objective implies differential methods of achievement. But why should a demophyllic institution adopt or try to adopt the recreational features, the educational mores, the institutional mannerisms of the aristophyllic school, masking the simplicity and frankness of its own individuality and thus producing a teratological monstrosity that may actually repel those who are sensitized to the refinements of truth?

Lastly under this head I should like to be bold enough to present a few words of comment upon the relation between objectives and the institution's financial status. The influence of the institution's finance, we are realizing more and more, is not so simple a thing as in our naivete of a few years ago we believed it to be. Many social and educational phenomena have made us skeptical about the value of endowments. We have even learned to doubt the importance of income per student and expenditure per student, though concerning the latter there has still been left to us a measure of faith. The influence of a debt upon the educational policies and upon the educational achievement of a college or university has been found to be not so significant as we formerly thought. What seems to be emerging, however, from the new approaches developed by the new policies is a conviction that the administrators of an institution must first of all be aware of the financial status of

the institution, must recognize the limitation of effort by finances or at least be conscious of the fact that a new educational project imperils financial stability and that financial control and academic control, both administrative and educational, must in some way find their correlation in the same individual or in the same group of individuals. Decentralization on this point is perhaps more dangerous than in other phases of collegiate activity. When a school administrator is kept in complete ignorance of the financial policies of his institution he can be aware neither of the ethical nor of the educational capacity and responsibility of his college. Simple as the content of this statement seems to be, it is sometimes amazing that in how diverse a manner it can fail of realization. This is not a plea for the elimination of separate financial boards, but it is a plea for the recognition by those boards of their educational responsibility, a responsibility which cannot be adequately borne by a group of non-educators unless they are prepared to heed the advice from one who has made education his life-work. It must be recognized also that very often on a financial board advisory power is much more significant and important than mere voting power, but in this field the capacities and the personalities of the individuals enter into consideration and such a consideration, inviting though it be, would lead us farther along than just at this moment we are probably prepared to go. It would lead us into a discussion of the educational and personal qualifications of school administrators, presidents, deans, registrars, student counselors, all with reference to the particular objectives of a particular school as determinants of that school's individuality.

IV

Finally, we may turn to a few practical difficulties which have presented them-

selves in the use of information blanks, scoring cards, schedules and so forth. It is probably true that all of the inspectors have found difficulty with one section or another of the inspector's scoring card. Some of the data on this card are supplied by the Central Office from data accumulated from the use of the questionnaire; other features of the card are to be studied by the inspectors. Regarding these latter, it is not always clear that the various sections are so organized as to really elicit the information which is desired. Thus, for example, some difficulty has been found with the section on Faculty organization. While we have such titles as the Representation of All Educational Interests, Consideration of Educational Policies, Control of Emphasis, Faculty Participation and Effective Actions, upon each of which the inspector is supposed to give a score, it is not clear that when all of these scores are presented in a general score, a satisfactory evaluation of the Faculty organization of an institution has been presented. To illustrate in greater detail, we might take the following—the Manual suggests that under the head of "Control of Emphases" the inspectors should consider the president's attendance or non-attendance at faculty meetings, the point being that there should be a person who serves as a "coordinating agency to bring the diverse interests and activities of the separate units of the institution into a harmonious institutional pattern." If the purpose of this direction is to be served, it will happen frequently that the presence of a president may fail to achieve the purpose intended. It would be difficult to give a score in many institutions in which effective coordination has been brought about without the presence of the president and sometimes in spite of his presence.

Another illustration of the point under the same general heading relates to Fac-

ulty Committees. Committee action in a college or university has many advantages and also offers many pitfalls. It would seem difficult to evaluate all of these wide diversities in theoretical excellence and in practice under three such simple headings as Administrative Committees, Educational Policies Committees, and Use of the Committees. To quote further, illustrations of this same difficulty might lead us too far and might call for specific recommendations. Suffice it to say that those who have examined schools during the last year, seem to be unanimous in their judgment that sections of the scoring card should be subjected to further careful study. The same conclusion is reached regarding the weights to be attached to the examiner's ratings of the different sub-heads under a given administrative subject. Certain sections of this scoring card are strikingly valuable for recording the judgment most desired. No doubt as time goes on, these suggestions and many others like them will be given due consideration and the procedure will be modified in its detail as wider experience and more careful study of the implications in each feature become increasingly obvious.

V

As a conclusion, I should like to offer this thought—for years past, we have often heard in the course of these meetings that many representatives of the institutional members of this organization desired that the Association assume the functions of educational counseling. All too frequently they turn to the official examiners for expressions of opinion regarding their institution only to be met with the statement that the examiner has no official authority to act in the capacity of an educational guide. Perhaps now this situation has changed considerably. When an inspector meets the

administrative personnel of an institution in a group, when he discusses with them the allotment of administrative and educational functions, when he sees departmental and divisional directors to discuss with them, more or less informally, the operation of particular units of the institution, the interviews easily develop into conferences on educational practice and aims. Many of us have long desired just such a relationship between a so-called accrediting agency and its member institutions or its prospective member institutions. It is still true that the inspectors have no commission to serve as educational guides and that they have been given no right to express an official opinion upon the desirability or feasibility of particular policies or practices, but at the same time, the entire procedure is such as to make peculiarly valuable the inter-change of opinion in the course of the inspector's study of an institution. I, for my part, cannot but feel extremely grateful to ever so many administrators and instructors with whom it was a privilege to spend an

hour or two in frank interviews. And I am sure, that all the other inspectors feel the same.

I am convinced, furthermore, that valuable though the directions of the Manual are in guiding the inspectors, one's understanding of them becomes deepened and broadened as experience is accumulated and that the members of the North Central Association itself through their representatives are actually formulating by the expression of their opinion, the new policies towards our member institutions. In other words, the process appeals to me as one of cooperative research into the meanings and implications of liberal arts education. The examiners contribute a share but that share becomes more valuable as it is subjected to the suggestion and the experience of those with whom the examiners come into contact. The hopes for the effectiveness of the new procedure expressed in our meeting of a year ago, seems to me to have been amply justified by one year's trial of the new policies.

PAPER NUMBER EIGHT

STACY R. BLACK, Finance Director
Fenn College, Cleveland, Ohio

As President Coffman pointed out in his address before this body last year, "the changes now occurring in America are more radical than any one thought possible a year ago." He also stated that it is obvious that the structure of education will be changed and the materials of instruction must be rewritten. The adoption of the new standards by the North Central Association was timely for all education within its sphere of influence.

Fenn College found the new standards timely for itself. It welcomed their adoption as an aid in its own development program. In 1924 the Carnegie Corporation, under the direction of Dr.

George F. Zook, financed a study of the facilities for higher education in Cleveland. The results of this study challenged the institutions of higher education to define their purposes and to redetermine the clientele which they were best qualified to serve. They were stimulated to evaluate their total contribution to the educational life of the community.

Our institution has, therefore, been constantly adjusting its program to those purposes which seem peculiarly to belong to it. The administration has centered its program in the growth of its faculty usually by means of studies stimulated and guided by qualified per-

sons from other institutions of higher education. The college, therefore, has been assisted for a period of years by, and in a sense the studies have been supervised by such men as: Dr. Boyd Bode of Ohio State University; Dr. Goodwin B. Watson of Teachers College, Columbia University; Pres. T. H. Nelson, Formerly of the National Council of the Y.M.C.A. in New York—now President of the Central Y.M.C.A. College, Chicago; Dr. Robinson of the Graduate School of Western Reserve University; Dr. John P. Herring, formerly of Ohio State University; and Dr. Arthur J. Klein of Ohio State University. Material for a study of the measurement of the results of various methods of instruction has just been prepared under the direction of Dr. Ralph W. Tyler of Ohio State University.

The survey of Fenn College by the North Central Association really began, from our point of view, with the adoption of the new standards in April, 1934, and the publication of the Manual setting forth these standards. Fenn College was impressed with the basic soundness of the policy of asking an institution to state its purposes and then of evaluating it in terms of its effectiveness in achieving those purposes. If it is sound for an individual to have personality, then may it not also be sound for an institution to have personality. Certainly these new standards extend to the institution the same opportunity for self-expression and self-direction which we, as individuals, prize as a fundamental personal right.

Copies of the Manual were obtained and made available to key members of the administrative staff and faculty. Sections of the Manual were duplicated and used by members of fourteen faculty committees in studying their particular spheres of interest and responsibility. Each point covered by the pattern map was studied first in relation to the

avowed purposes of the college, and then in relation to the effectiveness with which they were being carried out. A tentative pattern map was projected. Matters of policy which may have been in effect for years were reformulated. Thinking was clarified. Lines of responsibility were more sharply drawn. Such an activity is good for an institution.

Two additional steps have had a very real value. I refer first to the benefits derived from the discipline afforded by compiling the information for the eighty-two schedules prepared by the Commission on Higher Institutions, and to the help and inspiration provided by the visit to the school of two such personalities as Dr. John Dale Russell and Father Schwitalla, even though they did grill us with an additional 154 questions.

These men demonstrated the sincerity of the new approach to the problems of accreditation by asking us first to state our purposes, then proceeding to make a most exhaustive survey to determine if these purposes existed and to evaluate the effectiveness of the methods and facilities for achieving them. The inspection of the college by these men represented the spirit of the new standards in actual practice.

Perhaps specific examples may serve also to illustrate other values of the survey. In the process of the development of the institution, organization responsibilities have been centralized and functionalized as the growth of the college made this type of organization effective. The survey confirmed this practice and threw light upon the further development of the administrative organization needed to give strength for the carrying out of the purposes of the college.

The set-up for financial accounting is another example. The survey emphasized the desirability of realigning the system of record keeping in accordance with the suggestion of The National Committee

on Standard Reports for Institutions of Higher Education. In any organization everyone is not interested in the accuracy and usefulness of accounting records. Inertia may be an important barrier to the most effective accounting system even if there is no active opposition. But the operation of a good system needs the cooperation of everyone. The National Committee's report confirmed the need for a realignment of accounting procedure and the survey has provided a most effective tool for putting the recommendations of the Committee into effect.

Most important of all, however, is the feeling which now permeates the organ-

ization that the survey was the next logical step in the development of the college after the studies made by Drs. Goodwin B. Watson, Arthur J. Klein and the others to whom I have referred. It has been a vital factor in raising the standard of the service of the institution to its clientele and to the community which it serves.

Fenn College joins with the North Central Association in stating, in the words of President Wriston as he spoke to you last year, "Instead of being all things to all students, let each college choose its function, state it with clarity, and pursue it with integrity."

PAPER NUMBER NINE

President V. F. SCHWALM

McPherson College, McPherson, Kansas

As one of the beneficiaries of the survey, I am glad to speak. We are very much indebted to these people for this privilege.

Last year I attended the meetings of the North Central Association and tried very carefully to catch the spirit of the new criteria for the measurement of excellence in education. As evidence that I learned from Dean Haggerty, I did not say "standards" you notice, but "criteria."

I gathered by all legitimate and near illegitimate methods all the printed material I could find here. Then I went back to my college and had a young man make a large institutional pattern map, and for a while we studied this chart.

A little later the dean of the college and myself met with the faculty and the local board of trustees. In that meeting of faculty and trustees, we discussed the new criteria for the measurement of education.

We also took it to the student assembly and tried to present new ideas of excellence in education to the students in our assembly, in our college. I should

add that we then appointed faculty committees to examine the various parts of the Manual and try to apply these parts of the Manual to our particular practices and to recommend improvement. As a result of these procedures, I have these values to suggest as a result of the survey. The first is that we experienced in our college a very fine sense of group solidarity, as all of the faculty faced the new criteria and attempted to study them and study our own program in the light of them. The whole faculty, instead of a few administrative officials, was interested in the program of improving the various aspects of the institution.

Second, the inspection itself forced our attention within the institution upon the importance of definiteness of responsibility in the administrative offices and committees of the faculty. The group meeting of the administrative officials with the inspectors made it necessary for the various administrative officials to state before the inspectors and, what is more important, before each other, what we considered our definite responsibilities, and also how a given matter would

be cared for through the various officers of the school.

This helped us, it seemed to me, in clarifying our responsibilities as administrative officials and understanding each other.

Third, the survey gave encouragement to the college officers and faculty where they were doing good work. I know there are some officers in our college that felt new hope and new encouragement and new confidence in their task as a result of the approval of the inspectors on their particular task. It also re-emphasized to some of us the weaknesses that we already knew we had, and impressed the necessity of trying to improve these weaknesses; and it revealed to us, naturally, some weaknesses which we did not observe.

Fourth, the survey and the reports of the inspectors, or their observations, which we already have, and the suggestions I am sure we will receive later, will be very important in making imperative to the Board of Trustees the necessity for various improvements in the institution, provided, however, that the members of the Board of Trustees continue to have faith that membership in the North Central Association has significance and is an index to educational excellence.

We have heard mentioned here today that North Central Standards might be a club by which to bring trustees in line with what ought to be done. Personally, I would like to make this suggestion, that unless at the same time that we

presidents use that club, we show to the trustees that there is a definite relation between membership in the North Central Association and educational excellence, that club will ultimately cease to be effective with members of boards of trustees.

If we and the North Central Association can make observable the superiority of the product of the institutions that are members of the North Central Association above the product of the institutions that cannot obtain admittance to the North Central Association, then this club will have tremendous power in improving the educational program in the country.

Dr. Russell has announced that investigators get the same result when they study the output of an institution, and when they study teacher competence and like matters. This fact should have wide publicity lest the public will get the idea that we are more interested in the instruments and instrumentalities of education than in the ultimate end.

Having mentioned these latter things, I would like to say again that we feel that the survey has been a distinct benefit to our college, and that the board of inspectors who came to McPherson gave us an example of how men can do a difficult task and what might even be a rather unpleasant task, with such graciousness and with such courtesy as to put the inspected at ease and also, at the same time, to win for the inspectors the gratitude of the entire college that has been inspected.

PAPER NUMBER TEN

JULIAN L. MALINE, Associate Dean
Xavier University, Cincinnati, Ohio

When the last "i" in the last item of the last schedule, schedule 81, was filled out, one of our group at Xavier gave the new mode of procedure his blessing with

a great sigh of relief: "Thank God, that's the last." We all knew how he felt; we felt that way, too. When someone added, "But it was really worth while," all

chimed in there, too. For we felt that we had completed a more thorough, searching examination of our collegiate conscience, a more thorough self-survey, than we had ever gone through before.

We now knew our school, as never before: its strength and its weaknesses, and that, not in vague, general terms, but in points of detail as well. Here was an impartial cross-questioner putting blunt questions, hundreds of them, and asking for our answers in black on white. Rather, here was a corps of expert examiners who had spent years and their combined experience and wits in preparing this barrage of questions aimed straight at your head. Doctor Russell says that the questions are by no means exhaustive. Perhaps not. If, however, any point of essential importance was not covered, I for one shall be eager to learn what it was. In the first place, then, we found that the relatively exhaustive character of the questions and items in the schedules helped us to know our own school better.

In the second place, we found the preparation of the schedules thought-provoking and suggestive. Some questions could of course be answered in two minutes; many had to be mulled over more than two weeks. Not only did we have to discuss and rehearse, review and re-examine the statement of our school's purposes and objectives—always a profitable undertaking—and come out, of course, not wholly satisfied with our final statement, but yet, I trust, clearer than ever before; there were others scarcely less provocative like this one: "Explain the effect of the present curriculum organization upon the scholarship of the students and faculty—its strengths, its weaknesses, and needed changes." (Sch. 29A, No. 16) One does not dash off the response to that injunction as lightly as one says "Good eve-

ning!" Thought provoking? Very much so. And suggestive? No less so. I do not suppose, for instance, that any man could put down with finality in black on white what he considered the major strength of his institution without then and there planning how best to utilize the strength to good advantage; or could write down in cold letters the major weaknesses without resolving and planning steps to eliminate or at least reduce them. The new statement of policy, it will be remembered, stresses the importance of institutional self-study. Well, the process of providing the data called for in the schedules not only confirms the wisdom of that insistence and is itself a valuable form of self-study, but time and time again provided us with pertinent problems that will keep us busy for years.

Then, thirdly, there was that oft-repeated formula: "What is the policy of the institution in regard to this or that?" It served as a frequent reminder that, though the policies of an institution may grow and evolve without ever being explicitly formulated, it is an aid to clear thinking and effective administration to have a clearly expressed statement of policy in every case where the character of the policy is important.

Next, I must say here that the character and tone of the questions and the sympathetic and helpful attitude of the inspectors left upon us all the happy, wholesome impression that the spirit motivating the new procedure truly is, as President Coffman last year said it should be, "less that of the judge and more that of the Creator."

Finally, by way of summary I may say that no matter how well acquainted one may be with the theory or practice of school administration they should find the new procedures thought-provoking, stimulating, suggestive, educationally invigorating, and directive.

PAPER NUMBER ELEVEN

President J. H. AMES

State Teachers College, River Falls, Wisconsin

For a good many reasons, I assure you that my remarks will be brief. I do not mean to imply, however, that the brevity of my remarks in any way indicates my lack of appreciation of the value which I personally place upon the survey recently conducted at our small college.

For the consolation of others who have been surveyed, I may say we were fortunate, or unfortunate, enough, depending upon your point of view, to have had our survey begin about three years ago. Due to the fact, I suppose, that we were adjacent to the University of Minnesota, we were one of the fifty-seven institutions utilized for the development of new standards. I am not going to avoid the word "standards" like some of my colleagues. Hence, we have been through the mill twice.

I feel that the forces generated by this experience, or these experiences, have been powerful enough to overcome to some extent that inertia which so frequently develops in any institution and certainly has characterized our institution. I believe we can say that from the opening date of this experience we have been invigorated by new life, and I want to rank that first in my opinion in regard to the value growing out of this survey.

The survey placed a responsibility upon the faculty of the school and the administrative officers to evaluate its own organization and its educational program. One might suppose that in a small college an administrative officer, or a faculty member who had been around the place for a long time, might know all there is to know of value about the institution. Of course, however, you know that is not the case. The longer we may look upon a given picture, the less of

its beauty we see and the less of its faults, so I sometimes think those of us who have been longer in service see less than those of briefer experience.

In any case, I am confident that the older members of our faculty had a revelation when they were faced with these schedules, which took about a month's hard work on the part of most of us to fill out to some degree of satisfaction. I believe the results of that self-analysis, which was a necessary part of this survey, was the most important influence growing out of this examination.

You have already been informed as to the comprehensiveness of those schedules, and I feel that they were exhaustive as well as exhausting. I think any college which has had this experience has profited greatly thereby.

The schedules afforded little opportunity to register the quality of instruction. We have not perhaps as yet developed technics for the evaluation of instruction. The new criteria depend upon certain correlations which are more or less valid, as pointed out by one of the speakers this morning, in evaluating instruction in the classroom.

The schedules afforded small opportunity to record the particular function of an institution like ours, for example. I was present last year when this program was presented by President Coffman and Dean Haggerty, and you remember that the function of the institution was made a leading consideration. However, I am of the opinion that when the attempt is made to develop a pattern map or a set of standards for a great variety of institutions, it will be rather difficult to develop criteria which will reflect the individual functions of various classes of institutions. I am not of-

fering that as a criticism, but as an offhand comment.

We found our faculty members very favorably disposed to this survey. I am aware that some of the older men looked somewhat askance when this matter was proposed. With the type of institution such as ours, we have never been very well acquainted with the North Central Association, and have not had many contacts. Some of the older men on our staff, at the outset, were somewhat doubtful. But as we got farther and farther into the matter, enthusiasm mounted until I think it reached even the most conservative, and all were benefited by it.

I want to offer this merely as a testimony. I am glad that word was sug-

gested. I am sure that you are not interested in the individual recommendations made at our little college. They might apply elsewhere, but they are of particular interest to us and I am sure they would not interest you greatly. My remarks are, therefore, largely in the nature of a testimonial, and I speak in all sincerity when I say I think this is the most helpful influence that has ever reached our college.

We were visited by two examiners, whose stay upon our campus of some three days was very stimulating and very helpful, and I am glad of this opportunity to offer my testimony in cordial appreciation of the survey in all its particular features.

PAPER NUMBER TWELVE

President JOHN L. SEATON
Albion College, Albion, Michigan

Long years ago, when I was a student of Latin, I came across a very graphic expression, "Scabies extremum occupet," which freely translated is, "Plague take the last."

I am it, and I am going to be very easy on you. I did not have opportunity, and the conditions did not permit of my preparing a manuscript. I was to act as a kind of sub-manager, and also as a person to summarize, if any summary were needed. A little while ago I turned to President Gage and asked him if he thought I should try to summarize, and very suavely he replied, "Don't you think they would appreciate it if you let them go?"

I did intend to make two sets of observations. One of those sets would deal with certain criticisms, fairly mild criticisms, but still criticisms of the system as we now have it, particularly with some phases of the pattern map and also with the stress put upon the amount of expenditure per individual student. I think there are a great many misleading things

about that stress, but I shall not have time to talk about them tonight.

The other set of observations I intended to have deal with certain aspects of the new methods which have not been particularly emphasized here today. For example, I think the new method personalizes the surveys as the old method could not possibly do. The new method also has a range of flexibility which we could not expect to find under the old system. As someone said here this afternoon, no single item is crucial in the new system, as the amount of endowment, for example, often was crucial, the determining factor in the old system.

I wanted to emphasize a bit, too, that this new system leads to experimentation, as the old system could not. No one has to keep up with the Joneses in this system. He is quite free to pursue his own methods, his own ways of accomplishing the desired ends. Further, I meant to stress, as I think has been insufficiently stressed, the fact that the new system for the first time puts a very

positive premium upon scholarship in the faculty and in the students.

But I spare you the discussion. I consign those intended comments, with this brief statement, to oblivion.

I should like, however, to say a word of appreciation. Years ago I was a member of the commission, or committees, of the American Council on Education that prepared the first set of standards put out by that body, the standards which later were adopted largely in form and almost entirely in content by standardizing bodies all over the country. I dissented then very strongly from certain of those standards, and have dissented from them all through the years, although serving often as an inspector and forced to apply those standards.

For a fairly long period I have been the chairman of the University Senate, as it is called, in the Methodist Episcopal Church, which is the standardizing body that antedates this body and at one period was very active in its work.

In that body also I felt a good deal of dissent from the old standards.

So I was ripe for this experiment, and was very much interested in having it put into effect. I will confess that when I first saw the voluminous schedules I was dismayed by their number and by their complexity. I feared that the examiners perhaps nearly as much as the college officials would be lost in the maze of details and we never would get a clear picture of the relative values of institutions.

I have changed my mind about that, after participating in nine surveys this year. I think we have a remarkably effective device which, with some changes—and everybody recognizes that we have here not a fixed method but a process subject to continuous growth—will bring out the relative values of institutions and will also make a large contribution to the improvement of higher education in the territory of the North Central Association.

*No. 1
The
central
association
of colleges and
secondary schools
unit courses
and curricula*

*Colleges and
universities
Entrance
requirements*

*Curriculum
High school*

EXPERIMENTAL COLLEGE ENTRANCE UNITS¹

I. FOREWORD

Principal H. H. RYAN *and others*
Wisconsin High School, Madison

SINCE its appointment in 1931, the Committee on College Entrance Units has interested itself particularly in the secondary school curriculum for college-type boys and girls. Although in the four years of its active service its annual enterprises have varied greatly, its purpose throughout has been to prepare and report to the Association accounts of innovations in this field. In directing its energies it has chosen to take advantage of the momentum of a major undertaking which is being carried on by the Progressive Education Association. With this undertaking the reader is no doubt familiar. Some thirty secondary schools have been liberated, under certain conditions, from the common college entrance restrictions and are thereby placed in a position to experiment with the secondary school curriculum.

A number of the schools selected to take part in this experiment are located in the North Central territory. The Committee on College Entrance Units is com-

posed of the principals of five of these experimental schools. The principals of the remaining North Central experimental schools are members of other committees of the Association.

Thus composed, the committee is in a position to take as materials for its work certain of the new things these five schools are doing. At the meeting of the Association which was held in April, 1934, some of these new things were reported. The enthusiasm with which this report was received encouraged the Committee to offer them for publication in the Association QUARTERLY, and to make a somewhat similar report in April, 1935. By action of the Commission on Curricula of Secondary Schools and Institutions of Higher Education, this report also is here published and will be available in the form of a reprint. It is hoped that the discussions in the following pages, contributed respectively by Principals Stonecipher, Gaffney, Patin and Osborne, may be of interest to the faculties of the North Central schools, as examples of attempts to push back the educational frontier at these points.

¹A report made to the Commission on Unit Courses and Curricula, in Chicago, on Friday, April 12, 1935.—THE EDITOR.

II. THE SOCIAL STUDIES AS THE CORE CURRICULUM BASE

Principal J. E. STONECIPHER
Roosevelt High School, Des Moines

*all
only*

The discussion here presented is concerned chiefly with the development of the curriculum in the schools that have been granted, as participants in the Progressive Education Association's experiment, much more than the usual freedom to modify their procedures and sub-

ject content to agree with the educational philosophy of the directors of these schools. As we examine briefs of the educational plans of these schools, it becomes evident that most of them believe in a definitely planned pabulum, utilizing half or more of the school time,

which shall be administered to all pupils and which may be called a core curriculum. This does not mean that every pupil must follow a narrow path in regimented lock step, but that a broad highway of educational experience is mapped out with many lanes for choice as individual interests and abilities may direct. As an example, in Theodore Roosevelt High School of Des Moines the common course demands the use of 50 per cent of the pupil's time as opposed to $33\frac{1}{3}$ per cent for the pupils not enrolled in experimental classes. The University of Chicago High School has increased its required courses from 50 per cent to 75 per cent. A significant number of schools seem to be moving away from the cafeteria idea of curriculum choice and toward the planning of a broader general base upon which the superstructure of elective and specialized educational experience may be built. If schools are to specify that larger blocks of pupil time are to be occupied by the courses which are prescribed by the school, the content of the common core curriculum becomes vitally important. The plans of a majority of the schools in the experimental group indicate that the social studies have usurped the old position of English as the most common requirement and have been pushed to the forefront as the most promising bonding material for fusing the somewhat discrete subject matter of the core curriculum into an integrated and socially useful basis for effective education. The writer believes that the social studies have much claim to such a preeminent placement, but the hoped-for benefits are by no means inevitable. May we present a few of the problems and arguments concerned.

Whether we use the term "social science" or "social studies," we mean essentially the study of the relationships of man to man, singly and in groups, and of man to his environment. We may

leave to the scholars the argument as to which name shall be used. Dr. E. C. Lindeman asserts that the great reality of life is human relationship, the reaction of person upon person, human interaction. Every problem—economic, political, moral—comes down inevitably to human relations. A problem is important to us only as it affects our human relationships. Tax-supported public schools have, as the primary argument for their existence, their necessity for making the citizens of a democracy literate in a social and political sense. We have submitted to the perversion of this original aim to that of the selfish gain to the individual. We have said in justifying this perversion that all subject fields have social implications. We have relied quite largely upon indirect social intelligence as developed by physics or literature or foreign languages to supply in large measure the training in understanding human relationships. The validity of the social meanings of all subjects is not disputed. But the *adequacy* of such an indirect attack upon a primary objective of the American public schools, supplemented by a required year or two of history, is being vigorously challenged. There seems to be excellent reason for arguing that a direct attempt to understand the social problems of mankind shall be an important part of the required core curriculum. Furthermore, the social studies seem to have much claim as a natural meeting place of the separate subjects and disciplines. The fine arts, science, business, and vocational studies, find in their social values a common meeting place where each has a relationship with the other. We find these general social values becoming more and more prominent in the objectives of all subjects. There is no claim here advanced that these can be taught as parts of the social studies program, but that in the common educational ex-

perience of all, the social studies offer a logical and real meeting place for diverse subject fields and interests.

But certain dangerous possibilities arise when the social studies are suggested as the principal basis of the core curriculum. High among them is the danger that the social studies be too narrowly conceived. We hear many speak of history *and* the social sciences. Others think chiefly of history as comprising almost all the social studies. Geography in a broad sense is usually excluded in practice. Our teachers are almost all narrowly trained in one or two specialized fields of the social studies. The true breadth of the social studies is indicated by the following quotation from the volume of Conclusions and Recommendations of the Commission on the Social Studies of the American Historical Association, (page 6), "The social studies thus embrace the traditional disciplines which are concerned directly with man and society, including history, economics, politics, sociology, geography, anthropology, and psychology. Each of these disciplines possesses an intrinsic nature and a core of substantial data and inferences, and yet all are intimately inter-related in their several approaches to a common goal—the knowledge of man and society." To quote further, "Without wishing to emphasize what has been further called 'the conventional boundaries' between the several social disciplines—boundaries which have never been treated as rigid and which of late have been increasingly and very profitably cut across—the Commission repudiates the notion that any general or comprehensive social science has been created which transcends the disciplines themselves . . ." We meet the problem, head on. Unless we, in our planning, set up some agency which strides across the subject lines and "transcends the disciplines themselves" we shall have a nar-

rowly conceived social studies base which has chiefly history as its center and which gives little attention to the values of the other disciplines. Despite the difficulty of analyzing the problem, the task of the social studies must embrace all that the school decides it must try to do, in its organized, planned program, about these human relationships. We cannot ask for a history sequence, a geography sequence, a political science sequence, a psychology sequence, and so on. The pupil doesn't have time enough in his course. Nor is the problem solved by offering a variety of elective courses in the separate social subjects, one or two of which must exclude all the others. We must give to each pupil as much of an understanding and appreciation and attitude of concern about the social order as he can grasp, using the resources of time and material at hand. This paper is not a plea for a "fusion" course as such. It is an argument that we must transcend the subject disciplines in some manner to insure a broad and relatively complete acquaintance with society and its problems.

Any attempt to define the whole job of the social studies in terms of basic simples is a bewildering task. A unit, or a subject division of the social sciences is a part of a "seamless web" that potentially touches and involves all other phases of human relationships. This fact makes more difficult and more necessary the task of organizing the essential understandings according to some plan which will make possible a critical and rational allotment of time and content to each aspect of the problem. A number of attempts have been made to reduce the elements of social sciences to such basic simples. Dr. Harold Rugg and his associates analyzed the writings of frontier thinkers for basic concepts. Dr. Leon C. Marshall has stated the task in terms of basic social processes. Dr.

George S. Counts in the closing chapter of "The Social Foundations of Education," (Scribners, 1934) has stated seven very vital points of emphasis which embrace all of the separate disciplines. Dr. Herbert Bruner and his associates blocked out five fundamental themes as organizing principles. These and many others have pioneered in a task that has not yet been even passably completed.

In Des Moines, we have stated six concepts which we have considered large enough and fundamental enough to include all that the schools can do in helping its members to understand and meet the problems of contemporary life. Properly utilized, the basic concepts should provide the thread or threads of continuity that make evident the kinship of the somewhat different subject viewpoints of successive courses. They serve as guardian principles to prevent the teacher and the course of study maker from neglecting important aspects of society and to encourage them to plan for a complete well rounded consideration of all the major problems of the contemporary social order. They provide a means of measuring the amount of planned emphasis upon each area of human experience. Such an analysis of the task guards against omitting or slighting some of the disciplines. Even a faulty analysis is better than groping uncertainty.¹

While they are intended to serve as bases for the entire 13 year course in the public schools, the concepts are of interest as indicating a blocking out of the areas of human experience considered. The names of the concepts, which we have called themes, give some indication of the fields.

1. *Interdependence and cooperation*: "Civi-

¹ See revision of the Social Studies in Des Moines, Fourth Yearbook, The National Council for the Social Studies, 1934, for a more complete statement.

lized man is involved in a network of interrelationships, at once simple and complex, in which individuals, small social groups, communities, and nations are increasingly dependent upon each other socially, economically, and politically."

2. *Adaptation to change*: "Life is growth and because of its dynamic character brings changing conditions which man is called upon to meet."

3. *Man's use of nature*: "Man has made a long struggle with nature and thus accumulated progressively reliable knowledge of the predictable behavior of natural forces, which knowledge is enabling him to make great progress toward safety, security, and comfort."

4. *Population*: "Population groups tend to differ in their ways of living and in the problems that grow out of these ways of living. The degree and nature of the differences are conditioned by such factors as the industrial life of the area; the mores of radical groups; man's tendency to shift from one area to another in response to his desire for better ways of living, for freedom from oppression, and for escape from social obligations; the tendency for large numbers of people to concentrate in metropolitan areas in response to industrialization; and to some extent, governmental action."

5. *Democracy and government*: "Democracy is a way of thinking, of living and working together, and of being governed, which most respects the personality and the interests of the individual in the wise solution of group problems."

6. *Culture*: "Culture may be thought of as the appreciations of peoples or of individuals which grow out of their intellectual, physical, esthetic, and spiritual experiences."

These names mean little without their definitions and the analysis into the aspects that should be included in the social studies plans of the public schools. They do point toward one type of plan for trying to insure a broad, well rounded, critically chosen curriculum in the social studies which have a claim as an integrating and common base for the core curriculum.

The decision that we shall use the social studies as the integrating material of the core curriculum, a decision that has been made in a significant number

of the experimental group of schools, does not solve many problems. One has been discussed and a tentative suggestion made for partially solving it. Several other important problems suggest themselves.

What shall we do about the problem of indoctrination? Shall we, try to fit pupils to live more effectively in society as it is or shall we teach them how to remake the social order for a more effective society, the type to be determined by ourselves in advance.

How shall controversial issues be approached and discussed? How can we safeguard the right of the learner for freedom to learn about society as it really exists? How can we maintain fidelity to reality and guard against the tendency for our graduates to think, upon meeting the disillusionments of society that teachers were either innocent fools or impotent knaves?

How can we obtain accurate, impartial, relatively unbiased information about social issues and conditions, especially in our own city, county and state? Writers and speakers may safely attack national and international issues. But close at home there are so many "sacred cows" to be guarded that local issues must be considered very thoughtfully in the classrooms.

The problem of adequate text material is a serious one, particularly if we are looking at the social studies in the broadest sense. Very important is the provision of current materials for understanding contemporary issues. Not the least part of this problem is the official

subjection of pupils in the classroom to the marvelously subtle and artistically wonderful propaganda of the liquor advertisers and other advertisers to adults and "to the trade," as they maintain.

How shall we evaluate the changes we are making, if any, in social thinking and attitudes?

These problems are merely stated to indicate that, although the social studies seem to have much claim as an integrating base for the core curriculum, they need much careful thinking and thoughtful analysis before we can rest comfortably upon such a decision.

In conclusion, the following statements are offered as a summary made by Dr. H. H. Ryan at the close of a recent day of discussion on the problem of the social studies in the core curriculum.

1. Experience of the type called social science or social studies is indispensable throughout the secondary school. This does not mean domination of the curriculum by the social sciences, even though so much of what is done in all the fields is so flavored with the essence of social cooperation.

2. It is necessary to make a clear distinction between social science material per se, and the general idea of problems of a social nature.

3. The most effective social science curriculum is that which is based on a list of social situations and social problems which the pupils are to learn to understand. With respect to certain controversial questions, the guidance of the teacher will stop when a broad understanding of the problem has been achieved by the pupil. In dealing with questions on which there is rather general agreement, the guidance will go so far as to bring out definite attitudes.

4. A well-rounded course in social science should make sure of some experience with all the major social science disciplines.

III. A FUSED COURSE IN HISTORY AND ENGLISH FOR THE TENTH GRADE

Principal MATHEW P. GAFFNEY

New Trier High School, Winnetka, Illinois

This paper deals with but one experience in the experimental work at New Trier, namely an attempt to develop a fused course of the core material for our

present tenth graders. In their ninth grade work these pupils had studied core material composed of history, English, art, and music, the history dealing with

the development of civilization to approximately the year 1400.

✓ About once a week, in this ninth grade course, the art department took the class for one period and discussed the art of the time that was being studied. Similarly, the music department at intervals of once a week or once a fortnight, took the same class and discussed the music of the period. Thus when the class was studying the period of Greece it was also getting an idea of Greek architecture and of what is known concerning Grecian music. The thirty pupils who were in one history class were also together in an English class, and it had been our expectation that there would be very close correlation between the English and the history. For instance, we had hoped that the reports written for history would be used as the theme material in English, and that the literature in the English would deal, wherever possible with the period of history being studied. In some ways this was carried out. A unit on mythology given in the first semester fitted in very well with the early period of mankind, and some material in Biblical literature fitted in with the period of early Hebrews.

✓ We did get evidence of initiative and activity as pupils brought to the classes models of Greek and Roman buildings, models of pumps that the Egyptians used to get the water from the Nile for their fields, copies of news sheets of ancient times brought up to date, and numerous and varied dramatizations; but on the whole we did not get as much correlation as we had hoped, so in order to create a situation where this would come about more naturally we decided that in the sophomore year we would teach the core material as one course in which the history, literature, and composition would be definitely fused, and that we would continue to correlate the art and music with the course.

I must admit that an added incentive to try this was the fact that many of the pupils in the group desired to carry two foreign languages as electives, and that combining history and English in one fused course made available extra time for electives.

The history side of the fused course is dealing with the development of national patriotism as reflected in the growth of national areas, with the religious reform often called the product of revolution, with the types of government developing after 1300, and with the slow growth of the spirit of inquiry. We are placing special emphasis on the emergence of modern nations, England, France, and Spain being the three countries primarily studied.

For the literature side of the fused course, Tennyson's *Idylls of the King*, Shakespeare's *As You Like It*, Eliot's *Silas Marner*, and Dickens' *Tale of Two Cities* are studied whenever the life pictured in them is that of the period under consideration. Extensive references are given for outside reading.

As a basic text for this course we have Pahlow's *Man's Great Adventure*, but we work largely with classroom libraries of reference material including such books as Adams' *Civilization during the Middle Ages*, Cheyney's *Short History of England*, Green's *History of the English People*, Muzzey's *American History*, Bainville's *History of France*, Pirene's *Medieval Cities*, Davis's *Life in a Medieval Barony*, Tarbell's *When Knights Were Bold*, Matthews' *French Revolution*, Hazen's *Europe since 1815*, *Romance of the Renaissance Chateau*, Henderson's *History of Germany*, Chapman's *History of Spain*, etc. We use study sheets, the history aspect being prepared by the head of our history department and the English aspect prepared by a member of our English department who is teaching one of the

fused courses. We also have a work book to accompany the text.

Since this course is taught by one teacher, we are achieving what we had hoped for in the previous year, namely the use, for composition, of the material inherent in the social science. Part of the time the members of the class work as individuals pursuing the objectives suggested in the work sheets. Books from the library are available for research and some periods are spent in the library. After the various projects are completed, they are often discussed by the class as a whole, individual reports and special investigations being made to the class. Outside reading is left to the ambition or initiative of the student. The stronger students introduce many topics for discussion, and in their arguments help the weaker students to sort out their more hazy ideas. For instance, the subject of Nationalism led up through class discussions to compulsory military service, and many views on this subject were aired.

A period a week in addition is given to the correlated music, which included for the first semester such subjects as early Christian music, the Gregorian music, the organum and the descant, the minstrel, the meistersinger, vocal counterpoint, consequential music, the madrigal, the folk song, the lute, the viol, the harpsicord, the recorder, the church music of the Reformation, the choral, polyphony and Palestrina. For the second semester the music of the 18th and 19th centuries is used. Research problems in music were undertaken by many pupils and all the music books in the library placed temporarily on reserve for this class.

In a similar manner the art of the period is given by a teacher from the art department in a series of lectures for all. Some of the pupils have also an elective in art.

At the present moment we see both the weaknesses and advantages of such a course. The fundamental difficulty is that of finding teachers capable of dealing satisfactorily with the subject matter of all the fields, because although the music and art are given separately, the regular teachers must take advantage of that added material and must be good teachers of history and of literature and composition. There is difficulty in locating the ideal pieces of literature for as many periods of history as are desired. There is an administrative difficulty in providing for those few pupils who need more drill in English composition than this course affords.

However, for the sophomore year and with this group of above average pupils, we feel that the advantages outweigh the disadvantages, and the fused course is a success.

The pupils have covered only slightly less in amount in one period per day than the regular pupils in two periods per day, and they have gained greatly in their appreciation and understanding of the periods considered. They have gained relatively more than other groups in literary judgment and in appreciation of social backgrounds. Their comprehension is greater and their enthusiasm more marked.

For this group composition as such is reduced to a minimum, a hint accomplishing what poorer classes need days of drill to achieve. Thus time is freed for development of pupil initiative and expression. When visiting the class one is impressed by the vigor and life of the discussions, and by the constructive lines of approach and of investigation which are suggested by pupils themselves.

The present evaluation of the success of the course is largely subjective, but since the teachers of these groups are also teaching the regular sophomore courses, they have constant bases for

comparison. By the end of the year we expect to have more objective measures of mastery of certain phases of the work.

Definite values have come to the whole school from working with this course with comparatively few pupils. The idea has spread and we find department walls

disappearing in places, with a science teacher helping a history group, and industrial arts teachers talking to commercial geography classes. We are sufficiently satisfied with the success of this course to continue it with next year's tenth graders in the experimental group.

IV. AN EXPERIMENT IN CONSTRUCTIVE THINKING WITH TENTH GRADE PUPILS

Principal R. B. PATIN

Shaker Heights High School, Shaker Heights, Ohio

It can be said that all work with tenth grade pupils should be an experiment in constructive thinking; that material should be so arranged as to induce the pupil to form his own opinions; that there should be some carry-over in logical thinking from one field to another. There are, however, many causes of crooked thinking which prevent a "carry over." Certainly there should be scientific and orderly thinking about current social problems in these days.

It took me a long time to realize the value of the study of geometry, for instance, as an aid to logical thinking, despite the story of Lincoln who borrowed the geometry and committed it to memory for that purpose. As a high school pupil, I was too immature to see its implications and its study remained as something to be endured simply because it was placed in the curriculum by the elders. We still argue its value and pupils continue to stumble along unless pupils are shown its relation to their own experiences.

When Shaker High was given the privilege of experimenting through the removal of college entrance restrictions, one of the first moves was to organize a course which would show mathematics to be related to other broad fields of knowledge—geometry to science through methods of thinking, and to art through appreciation of form; algebra to science

through emphasis upon the study of relationships and problem material from science; to English through a study of the leaders in mathematics and science and their necessary qualities of leadership; and to social science through a study of the historical development of algebra as an integral part of the changes which preceded the industrial revolution. Parallel themes were the bases of integration in the various fields, the faculty of the new curricular course planned these themes together.

The teacher of mathematics set up the course in constructive thinking, and I am deeply indebted to her for the facts set forth in this paper. An experiment in geometry was conducted last year. It must be understood that the part of this experiment which has to do with methods of thinking is still in a very unfinished state, that it will take several years for it to be developed satisfactorily, and that it is discussed at the moment somewhat reluctantly and only with the distinct understanding that it be judged merely as an initial attempt at something we consider extremely worthwhile.

It is sometimes said that a broad consideration of methods of thinking has no place in the study of geometry, since geometrical methods of thinking are so different from all other methods of thinking. Cassius Keyser's little book *Thinking about Thinking* answers that objection rather effectively by showing how

postulational thinking refines and hastens the processes of empirical thinking.

The discussion periods average one a week during the first semester. It will be necessary to have them extend through the second semester.

Inasmuch as it was desired that group solutions to social problems as well as personal solutions to individual problems be considered, the following topics were chosen: the need for independent thought; just what is thought or reasoning? formal logic; pitfalls in thinking, such as prejudice, false analogies, hasty generalizations, faulty observations, and insufficient evidence; and propaganda.

An additional topic called the "Co-operative Technique for Solving Social Problems" is planned for next year on the theory that although a skilled individual can frequently solve a non-social problem, no one person no matter how skilled he may be can solve a social problem by his own effort alone, simply because the solution of a social problem is found in the coming to agreement of groups of people who hold conflicting opinions.

Plenty of material was furnished for the first topic—The Need for Independent Thought—by a semester's study of storm centers and world crises in the social science classes. The second topic—Just What Is Thought or Reasoning?—was necessarily done somewhat thoroughly. Fortunately there is readable authentic material on the subject. The pupils were given for study purposes mimeographed copies of *The Analysis of a Complete Act of Thought* from Dewey's *How We Think*. They were required to master the five steps in a complete act of thought: (1) a felt difficulty, (2) its location and definition, (3) suggestion of possible solution, (4) development by reasoning of the bearings of the suggestion, and (5) further observa-

tion and experiment leading to its acceptance or rejection.

The work on this topic culminated with the writing of descriptions of complete acts of thought by the pupils. Subjects included narratives of personal decisions such as the choice of electives for the following year, the choice of a college or of a profession, descriptions of puzzling scientific experiments, and attempts at the solution of national problems such as that of the carrying of the air mail. The subject of prejudice as an obstacle to scientific thinking was studied rather thoroughly from the psychology of its origin to the methods of preventing and curing. After learning that psychologists recognize only three types of unlearned or instinctive emotional reaction: (1) fear resulting from sudden loud noises or loss of support; (2) rage resulting from the hampering of bodily movements; (3) love in response to fondling, the pupils decided that prejudices are learned or acquired, rather than unlearned or innate as they had been inclined to assert beforehand. They became very much interested in the Law of Transfer as illustrated in Watson's experiments in conditioning a baby with fear of a white rat and distrust of other furry objects. They discussed rather frankly the origins of some of their own prejudices. The following list of forces which lead to the conditioning of responses to stimuli were made. (1) External social forces: (a) influence of parents and other relatives, (b) influence of older children, (c) influence of rhymes and of popular songs, (d) influence of books, magazines and newspapers, (e) influence of methods of celebrating holidays, (f) influence of the radio, (g) influence of the movies, (h) influence of the schools. (2) Internal forces: (a) habit of self-interest, (b) habit of conservatism, (c) habit of radicalism, (d) habit of self-confidence or

self-esteem, (e) habit of conventionality.

Methods of curing and of preventing prejudice were analyzed at length. In the coming year it is hoped that some sort of standardized fairmindedness test may be given to the pupils for the purpose of revealing to them their own prejudices. We may say in passing that the subject of race prejudice is discussed in the first semester of the eleventh grade English classes in the unit called *The Pageant of America*; here the racial and immigrant backgrounds of our country are studied intensively.

The topic of Observation and Its Relation to Straight Thinking much to our surprise appealed particularly to the pupils. They took great delight in illustrating and clarifying the following ten essentials to the power of scientific observation: (1) power to perceive or the possession of reasonably efficient sense organs, (2) proximity or nearness to the thing observed, (3) mental maturity, (4) mental normality, (5) all-round alertness—attention to all aspects of an observation, (6) capacity for reasonably accurate estimates without the aid of measuring instruments, (7) ability to make fine discriminations, (8) good general knowledge of the particular field in which observation is to take place, (9) knowledge of what one wants to see, and (10) mental poise—freedom from excitement at time of observation and freedom from prejudice.

Several youthful magicians performed in order to explain point (5)—the necessity for all-round alertness; and a girl whose father deals in oriental rugs explained point (7)—ability to make fine discriminations. There was unlimited material on the subject of propaganda, but the main problem was that of establishing standards for the criticism of information which might or might not be propaganda.

The topic of formal logic needs no

lengthy discussion. It is hoped that next year with more mature pupils and more time it can be treated much more thoroughly.

The mathematics department has worked out a correlation with the art department since geometrical lines and surfaces are so characteristic of modern design. Whether in architecture, interior decoration, or industrial arts, abundant materials are at hand.

During the first semester the instructor in art gave four lectures correlating art and geometry: (A) *The Century of Progress Exposition*; (B) *Dynamic symmetry and the geometric underlay in the composition of paintings and in architecture*; (C) *The use of mathematics and geometry in interior decoration and in industrial arts*; (D) *The mathematical method of textile design*.

In keeping with an underlying philosophy the teacher repeatedly pointed out the influence upon design of the mastery of new materials and the relation between form and function. She consistently emphasized the fact that it is the mathematical scheme which is the logic or thought in the work of Art. Pupils who remained after class to ask questions were offered supplementary material in the form of magazine articles or books. One of these *Towards a New Architecture* by Le Corbusier is filled with praise of geometry and mathematics in their relation to modern architecture. To quote, "Working by calculation engineers employ geometrical forms, satisfying our eyes by their geometry and our understanding by their mathematics; their work is in the direct line of good art." Frank Lloyd Wright, our most original American architect, says in his autobiography "Geometric shapes through human sensibility have thus acquired to some extent human significance as, say, the cube or square integrity; the circle or sphere, infinity; the straight line,

rectitude, etc. The decorative art of 1900 was Victorian elaboration at its zenith. Its characteristics were vaporous spirals and meaningless curves. At the start of the century a natural reaction to this began. A steadily quickening rhythm in life—the automobile—the airplane—all tended to replace the curve by straight lines and parallels. The growing cost of labor made elaboration more and more prohibitive and encouraged simple forms. Again in the interest of economy the machine was becoming more widely used and was largely limited to geometric lines. Science, too, was playing a greater part in life and scientific forms are invariably based on geometry.

The list of projects suggested to pupils in the classes in geometry included (1) studies of the architecture of the Century of Progress, (2) modern interior decoration, (3) geometrical composition in art, (4) dynamic symmetry, (5) modern jewelry and silverware, and (6) modern glassware.

This year an experiment has been conducted in algebra. In connection with the work on Leaders in the English classes the lives and contributions of leaders in mathematics and science were discussed. The list of really good biographies is pitifully meager, although those of Steinmetz are fairly good, Madam Curie's biography of her husband is a rare ideal-

istic, and Michael Pupin's *From Immigrant to Inventor* is one of the finest biographies written. Certain standards for judging the greatness of these leaders were formulated and every effort was made to stress particular contributions which concerned mathematics. For instance the use of the complex number by Steinmetz in his work on the alternating current was noted in his biography as was also Michael Pupin's use of mathematics in his successful invention of the Pupin coils.

Just now the historical development of algebra is being studied as an integral part of the intellectual revolution which preceded and paved the way for the industrial revolution.

As a result of this experiment it is hoped that the pupil will gain some appreciation (1) of the slow and painful evolution of mathematical knowledge, (2) of the essential service of modern mathematics to our industrial civilization, and (3) of the interdependence of mathematics and science from the time of Archimedes' experiment with Hiero's crown to the present time. It is hoped that pupils can be made to understand (4) that the development of mathematics is continuing just as is the development of science, and (5) that the theoretical precedes and lays the foundation for the practical.

V. A MODIFIED PROGRAM IN SCIENCE ✓

Principal R. W. OSBORNE

Francis Parker School, Chicago

Among the general objectives accepted by all the schools cooperating in the experiment are the development of greater continuity and depth in study, the breaking down of the barriers between subjects, and the bringing together of materials that belong together in such a way that the pupil sees new relationships and meanings and is increasingly sensitive to their implications.

The separate science courses now offered in most secondary schools are good examples of the need for this kind of reorganization. They offer a challenging opportunity to build a science curriculum which will make science study a living, growing, and developing experience for the pupils.

There are two major objectives which are commonly accepted by science

teachers but which cannot both be realized by the same type of curriculum or uniform procedure. The first is to develop a broad general understanding of science, to acquaint the student with fundamental facts, concepts and principles as a means of understanding the civilization of which he is a part. The second objective is to develop definite attitudes and modes of thinking, habits of critical evaluation, training in the techniques of problem solving—in short to develop what is loosely termed the scientific attitude.

Science teachers have in general shown a simple faith that this scientific attitude of mind will be realized in some mysterious incidental fashion. A course which aims to develop broad understanding of the fundamental aspects of this age of science is in danger of becoming superficial. The content material in physics and chemistry alone has increased so enormously in the last ten years that it is impossible to present it in the time available with any real attempt to achieve mastery or thoroughness. The pupil becomes lost in the mazes of unrelated facts and undigested principles. Even if the teacher tries to select only those items of most significance there is still the tendency to select too much, and the pressure to hurry on and to complete the course remains a compelling force. In the end the effect is likely to be a disrespect for the truly great achievements of science, a destruction of real interest, and the development of habits of superficial thinking rather than the scientific attitude of mind which is quite readily admitted to be a primary objective.

If the pupil is to be trained in the processes of careful thought and in the habit of a scientific attack on problems there must be opportunity somewhere along the line for intensive investigation of some single topic or question in which

the student develops a vital interest. Time must be available for the group or class to dwell on the problem, to collect relevant data and information, to formulate possible hypotheses, to test them out, to arrive at a valid solution in terms of some generalization or concept which can be used in explaining other problems related to the one under investigation. Such procedure requires the elimination of a great quantity of material from any science course where the development of habits and techniques of critical thinking and scientific procedure are actively being sought.

The science faculty recognizes the importance of the aim of general understanding, every pupil needs a considerable acquaintance with the science of the age, an appreciation of the results of scientific discovery, and of the inventions and the applications which have served both to promote human welfare and to create many serious problems as yet unsolved.

For this reason a general science course is required throughout our seventh, eighth and ninth grades. The work in the ninth grade completes this requirement.

The units studied this year in the ninth grade are:

1. The Universe and Our Place in It: Time.
2. How Do Weather and Climate Affect Us?
3. The Atmosphere and How It Affects Our Daily Lives?
4. Water and How Man Makes Use of It.
5. Sound and Light and How We React to Them.
6. Electricity—Man's Servant.
7. How Plants Make Food and Energy.
8. How May We Enjoy Our Leisure Time More Efficiently?

While the number of units studied is smaller than formerly, its emphasis is still extensive with a definite exploratory purpose of discovering and developing individual interests.

Through free time activities and ex-

tensive collateral reading there is additional widening of scientific knowledge and understanding, a background on which to build the later courses which our plan provides.

A few months ago we were planning to offer in the tenth and eleventh years two parallel courses, one in biological science and the other in physical science. These were to be followed in the senior year, for the few who would elect them, by an intensive course in either biology, physics or chemistry where work on the level of that of the freshman year in college might be reasonably expected of such a highly selected group.

As a result of our discussion of the objectives of these courses and our desire to make a definite experimental attack on the problem of developing in pupils the ability to use the procedures of science for solving problems, a number of valid reasons have come up which have caused us to change the original plan and to substitute a year's work in general biological science in the tenth grade, followed by a year of physical science in the eleventh. This will prevent too great specialization in one field and yet give the pupil diversified training towards both of the main objectives already mentioned.

The work in biology aims to provide useful and valuable information about plant, animal and human life, health factors, the nature of heredity and the theory of evolution.

It is in the physical science work that we shall attempt through the careful intensive investigation of one or two major concepts to provide definite training in critical thinking and logical analysis rather than to impart any selected body of information. Since this involves a radical departure from the usual procedure this aspect of our plan will be discussed more fully and other considerations omitted.

There is no doubt but that this plan will exclude a very large proportion of the facts of science which are usually considered important in a course in physics and chemistry, and with which in this day and age we need at least a speaking acquaintance. This objection will be met in part at least by required extensive reading in a carefully selected list of books which present the broad backgrounds of physical science in simple and authoritative fashion. While such reading will not be definitely assigned in connection with the daily class work it will be carried on throughout the year and should do much to fill in the gaps in a general background of scientific knowledge resulting from the intensive study of only one or two major concepts. Of course some of this reading is bound to provide valuable material for the individual pupil in his work in the group or in the class. When one considers how little the average student retains of all the mass of information, facts, principles, laws, and theories with which he deals in the traditional course, the loss which may result from the intensive, leisurely consideration of a single important concept from all angles may be discounted as compared with the possible gain to the pupil, if we can develop in him the ability to attack problems scientifically.

"Tentatively we have decided to select the question as to what is the nature of matter, for the core subject of the physical science work. The subject was selected because it possesses breadth, having a cosmic as well as a microcosmic application; it is involved no less in one of the physical sciences than in another; it has a philosophic side as well as a practical side . . . that is, it lends itself as well to reasoned speculation as to cold fact; and lastly it is involved in such a wide range of phenomena as to be virtually self-motivating. In addition

to these reasons for its selection it has the advantage of being closely related to much of the current thinking in the field of science; it links up very closely with the historical development of man's civilization, and it gives the child a wide opportunity to recreate the thought processes and the experimental work of earlier investigators and thus provides a check on his own results and conclusions.

"At the outset of the course we shall have to proceed in the traditional fashion, following a teacher-planned approach to the study of the nature of matter. Attention will be focused upon some of the obvious properties of matter in general and will progress to some of the properties peculiar to certain types and kinds of matter. In the meantime each student will be following a carefully planned program of collateral reading. Experience has already indicated that it will be only a relatively short while until some problem will arise that catches the interest of either the whole group or of a significant proportion of the group . . . that is the point at which the new curriculum begins to function, for at this point we shall stop and begin to plan a way of getting to the very bottom of the intriguing problem. The students will devise their own experiments as ways and means of getting data which will support a tentative theory, or of proving some other theory wrong . . . They will set up tentative hypotheses and then attempt to test them to discover whether or not they are valid and tenable. When they have exhausted the topic we shall proceed with the planned program until another problem again upsets it; or perhaps what is more likely than not, another problem will grow out of the first and will be impatiently waiting for us to finish the first so we can begin upon this second challenge to our ability to think ourselves through a

problem situation to a logical and tested conclusion."¹

ILLUSTRATIVE UNIT

Core Topic: The Nature of Matter.

Objectives: (1) The development of critical modes of thought inherent in the methods of science by the accepted processes of investigation, selection, evaluation, and interpretation; (2) the application of such critical thinking to a wide range of situations in other fields of thought where the scientific method is applicable and valid; (3) the development of attitudes of tolerance through the handling of scientific theory and fact—the dissipation of academic arrogance and self-satisfaction—the building of a perspective through contact with infinite quantities; (4) the fostering of a sense of order through continued association and contact with ordered and systematic data; and (5) the creation of a greater enjoyment of life through the opening of doors to new types of knowledge, to new kinds of experience and to new modes of thought.

The list of objectives does not include any specific knowledge, information, or even basic understandings. This is not because they are unimportant but rather because at this particular point in the educational program they are of less import than these other objectives which it is desired to achieve.

Fact and principle and understanding will be in this course a means to an end and not an end in themselves. Unquestionably valuable informational learnings will be achieved but the work is not going to be limited by the necessity of teaching any specified list of topics or of covering any pre-determined amount of subject-matter material.

What is done will be done thoroughly and well, and therein lies the basic philosophy of this experiment. The fundamental nature of matter will be studied not by hastily dashing through it or over it in a hurried, perfunctory but quite traditional fashion as a single chapter from a textbook but by dwelling upon it at length.

The following outline indicates the approach which will be used as an introduction to the course. This introduction seems desirable in order to have an opportunity to get the class properly oriented and to build up an essential background for the direct use of the scientific method.

¹ From a statement by Mr. H. D. Baird, head of physical science department.

INTRODUCTION

The Scientific Method

Part A—Historical Development

1. The philosophical or speculative methods as used by the Greeks. Early Greek concepts and beliefs in the field of science. The basis of their beliefs. The testing of their ideas.
2. The experimental method as practiced first by Gallileo, later by Boyle, Charles, etc.
3. Exact and accurate observation as illustrated by Kepler.
4. Reasoned analysis of data obtained by either experiment or observation. Illustrated by Newton working with Kepler's data and Gallileo's findings.

Part B—The Method Analyzed

1. Observation or experimentation.
2. Building of tentative hypothesis to explain known facts.
3. Testing of hypothesis and a recognition of its implications.
4. Modification of hypothesis to cover possible exceptions or additional implications brought out in (3).
5. Experimentation to discover additional facts suggested by the modified hypothesis.
6. Further modification and testing if necessary.
7. Formulation of a more general theory, tentatively accepted until more data may make it necessary to again modify it, or to even discard it entirely.
8. Predictions upon the basis of the new theory and investigation for the purpose of verifying the predictions and thus further establishing the theory.

Part C—The Method Illustrated

The Solar System¹

The Early Greek ideas—Pythagoras

Ptolemaic system of cycles and epicycles

The Copernican theory

Brahe

Kepler

Newton

Herschel

Leverrier and the discovery of Neptune

¹NOTE. The Solar system was selected for an illustration of the scientific method because it is one of the most significant units of the General Science course which is required in the ninth grade and also because it does so aptly illustrate the various phases of the scientific technique with actual historical material. A third reason for its adoption is that there is available a wealth of collateral reading material for source purposes.

THE CORE TOPIC PROPER

While the major emphasis will be put upon the investigation of the nature of matter, this does not mean that students will be expected to derive for themselves and of their own efforts either the kinetic molecular theory of matter, or any other broad explanation of the nature of matter. Rather, matter in its various aspects will be studied at a leisurely rate, beginning with simple and quite obvious characteristics and proceeding to the more challenging special properties of matter. When there is interest and desire to follow through some particular problem it will be possible for those so interested to do so, whether they constitute a small group or the whole class. Experiments will be devised to test theories, to collect facts, and will be a direct outgrowth of the pupil's interest and not a cook-book sort of thing set up in advance and not vitally related to the work of the moment. The students will devise their own experiments and thus will get the double advantage of both planning them and doing them.

There will be no set laboratory days or periods, but the whole program will be so arranged that when it is necessary to do an experiment that experiment will be done. There will be a minimum of class work and a maximum of individual or small group work. As there will be no fixed course of study there will be no necessity for everybody doing the same type of work at the same time, and as a consequence the course will be sufficiently flexible to readily adapt itself to the needs of each individual and will permit him to work at his own speed and to exercise what degree of thoroughness or detailed research he may desire.

The following outline of the core topic suggests the general development of the subject.

1. The source of all matter—evidence of matter on distant stars and on the sun, the spectroscope as an instrument for identifying types of matter on stellar bodies as well as in the laboratory. Other instruments for the study of matter upon solar bodies.
2. The three states of matter—solid, liquid, gaseous.
3. The distinctions between organic and inorganic matter.
4. Changes in matter—physical and chemical.
5. Basic idea of elements versus compounds.
6. Law of the conservation of matter.
7. The molecular and atomic theories of matter: (a) Their evolutionary development—the historical study of the evolution of man's

knowledge concerning the essential nature of matter—the various theories which man has held concerning this enigma and the increment of discovery and knowledge which in each case has made it possible for him to expand his concept of matter; (b) The behavior and special properties of matter explained by this assumption or theory. Volatility, diffusion, viscosity, capillarity, surface tension, elasticity, tensile strength, compressibility, etc., etc. Loss of identity in a chemical reaction. Combustion, oxidation, etc. Solution, etc.

8. Alchemy, ancient and modern—the philosopher's stone and radio-activity, alpha particles, etc.

PARTIAL BIBLIOGRAPHY

- Lemon, *From Galileo to Cosmic Rays*
 Darrow, *The New World of Physical Discovery*
 Darrow, *The Story of Chemistry*
 Lenard, *Great Men of Science*
 Gale, *Romping Through Physics*
 de Kruif, *Microbe Hunters*
 de Kruif, *Hunger Fighters*
 Jeans, *The Universe around Us*
 Jeans, *The Mysterious Universe*
 Jeans, *The Stars in Their Courses*
 Jeans, *The New Background of Science*
 Newman, et al, *The Nature of the World and of Man*
 Slosson, *Creative Chemistry*
 University of Chicago, *Introductory General Course in the Physical Sciences, a Syllabus*
 Jean, Harrah, Herman, and Powers, *Introductory Course in Science for Colleges: Vol. 1, Man and the Nature of His Physical Universe; Vol. 2, Man and the Nature of His Biological World*
 Beebe, *The Arcturus Adventure*
 Beebe, *Half Mile Down*
 Beebe, *Beneath Tropic Seas*
 Hubbard, *Little Journeys to the Homes of Great Scientists*
 Dietz, *The Story of Science*
 Davis, *Science Today*
 Baker, *The Universe Unfolding*

Harrons, *Eminent Chemists of Our Time*
 Spinney, *A Text Book of Physics*
 Bragg, *Concerning the Nature of Things*

To sum up: The aim of this course is to train pupils in the methods and habits of correct scientific thinking.

The approach is through the study of a single large concept of science—the Nature of Matter. The method is to have the pupils study intensively the development of man's knowledge of the nature of matter, analyzing at every step the background on which the evolving theories were built and to recreate the processes of thinking and experimenting out of which various modifications and developments of the theory developed.

Effort will be made to have the group carry over from this study the methods of scientific thought and investigation to problems in other fields wherever these methods are applicable and thus to consciously test, use and perfect them.

The course differs in two ways from the usual one: (1) A single major concept is used as a core to which are related many smaller concepts which are usually separate and unrelated thus developing relation, perspective and proportion; and (2) The prime objective is to develop and learn to use the scientific method of thinking as related to all fields of study rather than to build a definite body of scientific knowledge. This later need will be met by wide and extensive reading which will correlate and supplement the intensive work of the class.

THE RISE OF THE NORTH CENTRAL ASSOCIATION*

JOHN ERLE GRINNELL

Stout Institute, Menomine, Wisconsin

PART IV. THE QUINQUENNIAL 1901-1905

The first half decade of Association history was occupied, as has been seen, with the evolution of basic principles and the development of better relations between colleges and secondary schools. Though it had not been pretentious work it had been important, and it had set the stage for the real service of the Association. Perhaps if a commission on entrance requirements had been appointed in 1898 as called for by Rogers' resolution, a policy of accrediting might not have come as soon as it did. Little success, however, had attended the move to have such a commission appointed. Each year the appointments had been asked about, promised, and not made. Finally in 1901, upon inquiry, the facts were learned: There had been too many difficulties; too many had declined to serve; the plan called for at least forty commissioners;¹ and no one had been really insistent anyway!

Now, in the meeting of 1901, a new set of issues was suddenly and boldly thrust before the Association. This concerned itself with standardization and accreditation. The subject was precipitated by the reading of two papers. The first of these by A. Ross Hill of the University of Nebraska had been a stimulating and informed consideration of what determines fitness for college. The second, by Dean S. A. Forbes of the University of Illinois had been called, "The Desirability of So Federating the North Central Universities and Colleges

as to Secure Essentially Uniform or at Least Equivalent Entrance Requirements." What Dean Forbes had proposed had made most of those who were still troubled about the old Commission dismiss it from mind, and had caused others, who had already forgotten it, to raise their voices in affirmation or in doubt of a new plan.

He had sketched the need for the colleges as a unit to act as the Universities of Minnesota, Michigan, Missouri, and Illinois had done as separate institutions, and proposed a general standing committee and subcommittees. The general committee should define and describe and (probably most important) pass on competency of colleges, while the subcommittees should report on high schools entitled to affiliation.

A burst of discussion followed. President MacLean, University of Iowa, feared as too radical the theories of Hill and opposed in general the liberality of Forbes. Professor Holgate, Northwestern University, thought Forbes' plan would materially aid the small high schools. Others, most of whom were college or university men, took the floor, some favoring, some opposing, and some without expressing themselves clearly on the central issue or appearing to grasp it.

Expression of opinion was interrupted by C. A. Waldo, Purdue University, who moved that a committee of five be appointed to take the matter into consideration and to report some plan of action later. The motion being carried, the President appointed to the committee Dean S. A. Forbes, chairman; Presi-

* Parts I, II, and III of this study appeared in the April, 1935, issue of the *Quarterly*. Remaining Parts will appear shortly.—THE EDITOR.

¹ *Proceedings*, 1901, p. 23.

dent Cady Staley, President W. R. Harper, President C. G. Ballou, and Professor Stanley Coulter. The fact that all the members of the committee were college administrators or professors seems to indicate that the move was at first conceived to concern itself largely with the colleges.²

The Committee did not report until the next day. In the meanwhile it was further instructed and influenced by A. S. Whitney, Inspector for the University of Michigan, who read at the afternoon session a paper on harmonizing state inspection by numerous colleges so as to avoid duplication of work and to secure the greatest efficiency. In it he proposed for the Association a sort of clearing house for the exchange of opinions regarding the standing of schools in the different states. He pointed out that most of the state universities already had official inspectors, who might meet once or twice a year to devise uniform inspection blanks, to interpret standards of requirement, and to agree upon a list of schools in each state which should be examined only by the inspector for that state. Such a list, he believed, would at first include only the schools of highest rank, but later it might be possible to agree upon a list of schools of the second rank. He offered, in short, a scheme for a Board of Inspectors. Here again, one will note, the university appeared to be the nucleus around which inspection and accreditation were to be built.

It is difficult to overemphasize the importance of Inspector Whitney's timely paper in the genesis of North Central Association accrediting. Although he was a newcomer at the Association meetings, his knowledge of accrediting procedures

in Michigan where accrediting first took root and his official position qualified him to speak with authority on the subject. Moreover he was enthusiastic and had a plan. His colleagues likewise supported the idea.³ President Aiton of the Association and Mr. J. R. Kirk, Head of the State Normal School, Kirksville, Missouri, also voiced approval of the plan, although Mr. Kirk expressed the doubt that university professors were capable of judging high schools. Still he conceived of inspection as a university service, and a valuable one.

The next morning the Committee appointed by the President to consider ways and means made its report. It recommended the appointment of a permanent commission and argued that "it will prove to be a very influential and important agency of educational progress."⁴ The specific recommendations were as follows:

We recommend that the Association do now proceed to the establishment of some definite form of affiliation and credit as fixed, comprehensive, and as uniform as may be, between the schools of the North Central States, and to this end we make the following recommendations:

1. That a permanent commission be formed to be called the Commission on Accredited Schools and to consist, first, of twelve members to be appointed by the Chair, six from the colleges and six representing the secondary schools; and second, of additional or delegate members one from each college or university belonging to the Association which has a freshmen class of at least fifty members

³ J. V. Denney, who was secretary from 1902-06, said that he felt quite certain that the Commission owed its existence to the men who had their college course at the University of Michigan, and who were familiar with the Michigan practice of accrediting beyond state lines. Letter: J. V. Denney to Grinnell, January 8, 1934. G. N. Carman, who was Michigan-trained was the first secretary of the Commission and served as such for more than a decade, 1901-1912.

⁴ *Proceedings*, 1901, p. 69. The action received two-thirds of a column in the *Chicago Tribune* March 31, 1901. The four decks of the headline were given to accrediting plans.

² It could hardly have been an illustration of willful college dominance since President Aiton, who named the Committees, was a state high school inspector. (Minnesota).

and which may appoint such a representative, together with a sufficient number of representatives from the secondary schools, to be appointed by the chair, to maintain a parity of representation as between the secondary schools and the colleges. The term of service of the twelve members of the first class should be three years, two college representatives and two representatives of the secondary schools to be now appointed for one year, two of each for two years, and two of each for three years; and vacancies to be filled in the same manner as the original appointments are made. The appointment of additional high school members should be for one year, subject, of course to renewal by the appointing officer. We suggest that the president of this Association serve as temporary chairman of this Commission until it has met and organized by the selection of its own officers.

2. That it be made the duty of this commission to define and describe unit courses of study in the various subjects of the high school program, taking for the point of departure the Recommendations of this Association; to take steps to secure uniformity in the standards and methods, and economy of labor and expense, in the work of high school inspection; to prepare a list of high schools within the territory of this Association which are entitled to the accredited relationship; and to formulate and report methods and standards for the assignment of college entrance requirements.

3. We recommend that the expenses necessarily attendant upon the work of this commission be assumed by the colleges represented on it in proportion to membership in their freshmen classes.

This Commission assumes that this Commission would usually hold at least annual meetings immediately preceding those of the Association itself, and in time to report its action to the Association for approval.

After a very short discussion the report was accepted and the Commission was appointed. The appointments were made as stipulated in the report, four for one year, four for two years, and four for three years. For the one year term, President E. B. Andrews, University of Nebraska; President G. E. MacLean, University of Iowa; President J. R. Kirk, Missouri State Normal School, Kirksville, Missouri; and Director

George N. Carman, Lewis Institute, Chicago. The appointments for two years included Dean Harry P. Judson, University of Chicago; Professor Stanley Coulter, Purdue University; Superintendent A. F. Nightingale, Chicago; Superintendent C. N. Kendall, Indianapolis; those named for three years were Dean E. A. Birge, University of Wisconsin; President J. H. Baker, University of Colorado; Inspector A. S. Whitney, University of Michigan; and Principal E. L. Harris, Cleveland, Ohio. Of the twelve members only one was a high school principal (though six were considered as representing the secondary schools); three were university presidents; two were university deans; one was a university professor; and one was an inspector from the university. The normal schools had one representative, the technical schools one, the liberal arts colleges and the private preparatory schools none. Yet there is no evidence that anyone considered that the universities were imposing their will on the secondary schools or the colleges.

The leadership of several of the men had been amply tested and they now were to take important shares in the exacting tasks ahead. One of them, Dean Judson, was elected chairman of the Commission, a position which he held until 1908. With George N. Carman (who was secretary until 1912) he virtually determined the procedures of the Commission for some years.⁵ Mr. Whitney also came into prominence at this time with his assumption of the chairmanship of the Committee on High School Inspection. He served in that capacity for ten years, throughout the most trying years of the accrediting work.

The Commission lost little time in getting to work. On the day of its creation it set a date for another meeting, voted

⁵ Letter: Whitney to Grinnell, January 13, 1934.

that the Chairman delegate to the members of the commission such duties as he might see fit, and requested the colleges of the Association to appoint delegates as members of the Commission not later than December 15, 1901.

The Commission met again in Chicago, February 25, 1902, at the time of the meeting of the Department of Superintendence. In a general discussion of plans, the members agreed that four subcommittees should be appointed by the chair. These committees were (1) an Executive Committee, (2) a Committee on Unit Courses of Study, (3) a Committee on High School Inspection, and (4) a Committee on College Credit for High School Work. These committees set to work on their special assignments and met at Cleveland, March 27, 1902, to report. The Commission then worked over the Committees' proposals all day and a good portion of the night, and the next day submitted its own report, a truly monumental one, to the Association. This report was straightway adopted by that body and thus a new era in the educational history of the North Central states was begun.⁶

The complete report included a curriculum analysis in three divisions, and the recommendations of the subcommittee on High School Inspection, a separate document. Of the parts dealing with the curriculum, the first, entitled "Unit Courses in General," consisted of definitions; the second concerned college credit for work done in secondary schools; and the third contained outlines of unit courses in particular subjects so detailed as to require twenty-five pages in the *Proceedings*.⁷ The recommendations of the subcommittee on High School Inspection dealt under separate

heads with (1) standards, (2) inspections, and (3) means for facilitating inspection. It was a detailed report, designed to afford working machinery for the immediate assumption of accrediting. It was the report of the Committee on High School Inspection, and especially the proposed standards for accrediting, that focused much of the attention in the discussion.

Since they were the first standards proposed by the Association for judging the merits of North Central high schools, they should be quoted in full here. Stripped of the introductory statements, the list of standards, as adopted follows:

1. That the minimum scholastic attainment of all high school teachers to be equivalent to graduation from a college belonging to the North Central Association, including special training in the subjects they teach, although such requirements shall not be construed as retroactive. Your committee believes that the efficiency of the average college or university graduate is materially enhanced by professional study, observation, and training in practice teaching under so-called supervision, and therefore advises that the accredited schools be urged to give due preference to teachers possessing such preparations.

2. Your committee advises that the number of daily periods of classroom instruction given by any one teacher shall not exceed five, each to extend over a period of forty-five minutes.

3. That the library and laboratory facilities be adequate to the needs of instruction in the subjects taught as outlined in the report of the commission.

4. That while the foregoing are exceedingly important factors affecting the quality of work, the esprit de corps, the efficiency of instruction, the acquired habits of thought and study, and the general intellectual and ethical

⁷ *Proceedings*, 1902. Brief, but important, they were: (1) a unit course of study is a course covering a school year of not less than thirty-five weeks of four or five periods of at least forty-five minutes each per week; (2) graduation requirements for high schools and entrance requirements for colleges are fifteen units as defined above; and (3) all high school curricula and all requirements for college entrance shall include as constants, three units of English and two units of mathematics.

⁶ A. S. Whitney: "This Cleveland meeting has always stood out in my mind as a meeting of great importance, the meeting at which the foundations of the Commission were pretty well laid." Letter to Grinnell, January 31, 1934.

tone of the school are of paramount importance, and therefore only schools which rate well in these particulars, as evidenced by rigid, thorough-going sympathetic inspection, should be considered eligible to the list.⁸

Not all of the prescriptions were mandatory. The second, for example "*advises*" and the second paragraph of the first uses such locutions as "Your committee believes," "therefore advises," and "schools be urged."

Not greatly the focus of attention but nevertheless important, was a brief statement recommending the appointment of a board of five inspectors to ascertain what schools within the territory of the Association were entitled, under the standards, to the accredited relationship. Thus was created the Board of Inspectors. To facilitate inspection the subcommittee further recommended (1) that uniform blanks for reports be printed and distributed,⁹ (2) that the board of Inspectors submit to the secretary of the Commission the recommended list of schools not later than June 1 of each year, and (3) that the secretary of the Commission publish this list not later than June 10 each year and cause it to be distributed to members of the North Central Association.

The Subcommittee stated emphatically that there was need for an honor

list, a small but comparatively select list of schools, as an opportunity of assisting immeasurably in strengthening secondary education in the Northwest. The report concluded, it is interesting to note, with the expression of a belief that the Commission should refrain from "any action which will lead to standardization of secondary schools and methods of inspection." Thus at the very outset, a caution was pronounced against a tendency which was later to be the target of much of the criticism aimed at the North Central Association.

Dean Judson presented the report and Superintendent Nightingale moved its acceptance. At the beginning of the discussion an important voice was heard damning with faint praise. It was Nicholas Murray Butler, the young President of Columbia University, a guest speaker at the Association sessions. He traced the growth of the accrediting movement, credited it with notable progress, but asserted finally his belief in the superiority of the Examination Board.

Superintendent Nightingale responded with a few laudatory words for the distinguished visitor, but launched directly into an impassioned plea for the adoption of the report. It had not been hastily composed, he said, but had been the results of endless discussion, deliberation, and correspondence. Every body of experts who had been making definitions, preparing units of study, and arranging courses had been consulted, and previous investigations had been incorporated. He saw the way clear in the United States for a unified system of educational requirements. His earnestness was impressive and his eloquence convincing.¹⁰

Some of the speakers who followed

⁸ The list as first submitted contained an item to the effect that no school could be placed upon the highest rank which had not a staff of at least five teachers. President Draper objected to it as unjust. Upon Carman's motion it was stricken out. Accordingly the standards appear without it. However in making up the list of accredited schools which was published in 1904, the Board of Inspectors used it as a temporary standard. See *Proceedings*, 1904. p. 47.

⁹ The blanks were to be of three kinds: (1) principal's blank form for report relative to organization, teaching force, attendance, library, laboratory, etc.—this report was to be filed and returned to the inspector not later than November 1 of each year; (2) inspector's blank forms for report of examination of each school; and (3) student's blank forms for recommendation to colleges and universities.

¹⁰ Letter. J. V. Denney to Grinnell, January 8, 1934. Denney was Secretary of the Association in 1902.

him took direct opposition to the Examining Board plan of the East. President Draper spoke a little bitterly of what he termed Butler's defection from the accrediting system, and made it appear a struggle between examination and accrediting, between the traditional methods of the East and the newer, more liberal methods of the West. Yet it was he who offered a resolution, adopted by consent, that the adoption of the Report should not be deemed to bind any universities that had already set up systems of inspection of their own, or to change the status of such universities.¹¹ But the universities were still hesitant to plunge wholeheartedly into the venture. The next year this became increasingly evident.¹²

Indeed it was this hesitancy or doubt respecting the wisdom of the policies and practice proposed that marked the zero hour for the fate of the Commission the following year (1903). For a while in the discussion that followed the submission of the report, that year, opinion seemed turned against the new venture.

¹¹ As late as 1915 Universities were availing themselves of the prerogative here enunciated. In that year both J. E. Armstrong, President of the Association, and G. N. Carman spoke of the disregard of the accredited lists on the part of universities. *Proceedings*, 1915, pp. 11-12 and pp. 43-45.

¹² Whitney in speaking of this hesitancy of the universities said: "One of the chief obstacles the Board of Inspectors had to overcome during the first few years of its existence was a fear on the part of the states that it was a movement to destroy their own state autonomy. Furthermore, some of the institutions feared that if the North Central Association approved of a list that would be acceptable to all the institutions in the North Central territory, it would simply be opening the doors of other and older institutions to their own particular student body, and therefore would result in a loss of many of their best students. For example, I remember President Jesse of the University of Missouri stating, 'I will support this movement for the University of Missouri, but I feel very decidedly that it is like turning the grindstone to sharpen another man's axe.' In this statement I think he clearly expresses what was in the minds of many of the institutions." Letter: Whitney to Grinnell, January 13, 1934.

President Draper engaged Dean Judson in an interrogatory and discussion. "The atmosphere was intense," according to Whitney, who, as Chairman of the Board of Inspectors, was deeply interested in the outcome.¹³ Draper asserted that his questions were for information, not controversy. He appeared particularly to oppose the policy (held by the Commission to be necessary) of levying an assessment, pro-rated on member colleges and universities, to raise two hundred dollars to pay the expenses of accrediting. It appeared to him to be a radical departure from the principles upon which the organization started. He reminded members of the Association that it was definitely agreed at the beginning of the Association's history that there should be no legislation calculated to discriminate for or against anybody, or no action which should be binding upon individuals.

Objection was further taken by Draper and others to the list submitted by the Board of Inspectors, on the grounds, largely, that it was incomplete and not fair to all states. Whitney pointed out the impossibility of having complete lists until all inspectors had submitted reports. Only a few states had made complete reports.¹⁴ Finally it was decided to defer publication of the list until the following year, when it should be sufficiently complete, and that in the

¹³ Letter: Whitney to Grinnell, January 13, 1934. "At that meeting the atmosphere was intense. I think everyone felt that on the outcome of that meeting and of that discussion rested the success or failure not only of the work of the Board of Inspectors, but also of the work of the Commission itself."

¹⁴ In explanation Whitney has written as follows: "This list was not published because only a small number of the Board of Inspectors were present and also because of the objections of many states. The board of Inspectors did not wish to make a list that year, but the Commission felt that they ought to do as much as they could. . . . The committee was only in a position to report progress . . ." Whitney to Grinnell, January 13, 1934.

meantime the Report of the Board of Inspectors be regarded as a report of progress.

Specific opposition to the idea of standardization was voiced by President David Starr Jordan of Leland Stanford Junior University, a guest speaker and distinguished educational leader. He found ready disciples, particularly among such older men of the Association as Principal Boltwood of Evanston, who feared too rigid a fixation of the school system. Dean Judson and Inspector Whitney answered questions and explained actions without being insistent on particular issues. Whitney's personal account of the final victory emphasizes some of the drama of the occasion:

When the discussion was over and President Draper stated that he then understood the matter clearly, and with that understanding, the University of Illinois would cast its support with the aims of the Commission, a great cheer went over the entire Association. It was a tremendous relief to those who were advocating the movement. They then felt, as they had not felt before, that the Commission and the Board of Inspectors would succeed in the work assigned to them.¹⁵

The motion to adopt the report was carried unanimously. There were, however, two or three details which remained to be settled.

Necessary financial support for the work was not immediately obtained. President Draper had succeeded in having the original plan for a levy, based on membership in freshman classes, laid on the table. In its stead he proposed an amendment to the Constitution, to be acted upon in 1904, increasing the fees of members. In the meanwhile, he contended, the expenses of accrediting should be relegated to the ordinary revenues of the Association.¹⁶ The fol-

lowing year Article VIII (Membership Fee) of the Constitution was amended, instituting, instead of three dollars for each member, a graduated fee: ten dollars for each university, five dollars for each college, three dollars for each secondary school, and three dollars for all other members.

Of decided importance in the 1903 report of the Commission, (though it was not discussed much on the floor) was the definition of a unit. As much of the later work depended upon this definition it is included here:

A unit course of study is defined as a course covering a school year of not less than thirty-five weeks, with four or five periods of at least forty-five minutes each per week.¹⁷

It was agreed that this definition should be so interpreted as to include schools in which the length of the period of recitation was forty minutes, provided there were five periods a week. Definitions of specific subjects were modified and supplemented.

The framing of this definition made desirable a Constitutional amendment to sections five and seven of the article on membership. These sections (adopted in 1898), it will be remembered, were among the first definite actions of the Association directed at raising standards of college and secondary school. Now the Commission proposed in its report that in place of sections five and seven of Article III the following be inserted:

Section 5. No college or university shall be eligible for membership whose requirements for admission represent less than fifteen of the units defined in the report of the Commission on Accredited Schools.

Section 7. No secondary school shall be eligible to membership whose courses of study embrace less than fifteen of the units defined in the report of the Commission on Accredited Schools.

¹⁵ Letter: Whitney to Grinnell, January 13, 1934.

¹⁶ *Proceedings*, 1904. pp. 90-95. The result was a deficit in 1904.

¹⁷ *Proceedings*, 1903, Appendix, p. 4. The definition had been included in the 1902 report, but had aroused little comment.

In thus substituting "fifteen units" for "four years of work," the Association committed itself definitely to the *unit*, and, as it were, dedicated itself to making its definition of a *unit* a national symbol of education. It afforded a convenient measure, and one that lent itself more readily to the standardizing work of the Commission.

The standardization movement had by this time made itself felt outside of the membership of the Association. It had been responsible, according to E. L. Harris, Principal, Cleveland, Ohio, for a law in Ohio classifying the high schools with reference to their ability to prepare students for admission on certificate to colleges of law, medicine, dentistry, and pharmacy. The law defined entrance units as they were defined by the Association in 1902.

In Iowa, the colleges, through a conference of the presidents with President MacLean of the State University, had made arrangements for a clearing house of the University. The blanks used for accrediting of high schools were to be made uniform with the blanks sent out by the North Central Association. President MacLean called this another step toward the unification desired by the Association.

After the North Central Association meeting of 1903 the work of accrediting gathered impetus. Anticipation, not only among members but on the part of the public as represented by the press, awaited the convening of the Association in 1904. The *Chicago Tribune* announced the occasion with the headlines¹⁸: "WILL LIST SECONDARY SCHOOLS" and "Formal Endorsements are Expected at the North Central Association Meeting." The list appeared to be the crux of the excitement. It had been withheld in 1903, as was generally known, but now it was ready.

¹⁸ *Chicago Tribune*, March 25, 1904.

In introducing it, Whitney said that the Board of Inspection had sent a circular letter in December, 1903 to all colleges and universities of the North Central Association and had received cordial letters in reply, promising aid and expressing sympathy for the cause. Inspectors from all of the states except Indiana and Kansas had been present at the preparation of the list, and they had followed "in spirit and in letter the standards set in 1902."¹⁹

To assure the Association of its insistence on maintaining high standards in preparing the list the Board submitted the following explanation, which involved what were in substance additional standards.

Your Board further reports:

1. That it has refused to consider any school concerning which it has not definite written or printed facts before it. All hearsay evidence, no matter what the source, has been unanimously rejected. Many eligible schools have been omitted because of lack of sufficient data.

2. That while the Commission has advised not to exceed five periods per day for each teacher, it has rejected absolutely all schools having more than six periods per day per teacher, making no exceptions.

3. That it has omitted all schools whose records show an abnormal number of pupils per teacher as based on enrollment, even though they might technically meet all other requirements. The Board recognized thirty pupils per teacher as a maximum.

4. That it has omitted all schools that are on the "border land."

5. That for the present year it has omitted consideration of all schools whose teaching force consists of fewer than five teachers, exclusive of the superintendent.

6. That it has been very conservative, believing that such action would eventually work to the highest interests of both the schools and the Association. It has not attempted to make

¹⁹ The inspectors who were present and responsible for the first list of accredited schools were Miller, University of Chicago; Bell, University of Colorado; Brown, University of Iowa; Hollister, University of Illinois; Boyd, Ohio State University; Hill, University of Missouri; Whitney, University of Michigan; Crabtree, University of Nebraska.

a large list; on the contrary, only those schools which possess organization, teaching force, standards of scholarship, equipment, esprit de corps, etc. of such character as would unhesitatingly commend them to any educator, college or university in the North Central territory, or in the entire country are offered for consideration.²⁰

The list followed. It included 156 secondary schools, of which four states, Illinois, Michigan, Ohio, and Wisconsin had 111 or over seventy per cent of the total. The other six states on the list (Colorado, Indiana, Iowa, Minnesota, Missouri, and Nebraska) ranged from four in the case of Nebraska to eleven for Iowa. Inspectors had not been present from Indiana or Kansas. Kansas had no schools on the list, but Indiana had seven, which it appears had been carried over from the 1903 unpublished list.²¹

To conclude its report the Board recommended that schools be accredited for one year, dating from the time of the adoption of the list, and that the Inspector of Schools appointed by the State University in each state, or if no such official existed, an inspector appointed by state authority, or some person the Commission may select, be the organ of communication between the accredited schools and the Secretary of the Commission. The report was adopted without dissention.

At last the Association had a list of accredited secondary schools. What did it signify? To put some teeth into the list Professor Bridgman of Lake Forest College sponsored a resolution that all universities and colleges which were members of the Association be requested to print in their catalogues the Association's list of accredited schools or such portion thereof as came within their territory. It was a useful move, though

it was not generally followed.²² The advisory rather than the mandatory principle was still active. Another step was to invite all the schools on the accredited list to become members.²³

By 1905, accrediting was well launched. That year the list expanded considerably, in some states almost doubling.²⁴ The Commission reported that in a number of states the operation of inspection had been an unquestionable incentive to improvement in the schools. In several states the school authorities had taken action to supply things which were lacking to make their schools conform to the Commission's standards.²⁵ "The Commission has reason for encouragement," said that body in concluding the annual report. Most of the subjects of the curriculum had been defined carefully and some of the definitions had been modified and improved. Moreover the Commission had constituted standing committees in all of the regular subjects. The *unit* as a general term had been defined to the temporary satisfaction, at least, of the Board of Inspectors, The Commission, and the Association. Standards had been formulated by means of which secondary schools were judged and admitted

²² In regard to this Whitney says: "I do not think this was very effective, especially at that time. I notice for example that the University of Michigan did not print such lists until agencies would make use of the lists. . . ." Letter: Whitney to Grinnell, January 31, 1934.

²³ *Proceedings*, 1905, p. 68.

²⁴ *Ibid.*, pp. 52 ff. Iowa showed an increase from 11 to 21; Michigan 30 to 50 and Colorado 9 to 14. Michigan's high quota so early in the process was likely due to the status of accrediting in Michigan and to Whitney's being chairman of the Board of Inspectors.

²⁵ *Ibid.*, pp. 52 ff. Whitney believed the accrediting movement to have been particularly influential at first. "Indeed," he wrote, "we sometimes thought here in Michigan that it stimulated many schools to try to reach up to the North Central Association when they were sacrificing certain other essential parts of their school system to do so." Letter: Whitney to Grinnell, January 1, 1934.

²⁰ *Proceedings*, 1904, p. 47.

²¹ *Ibid.*, p. 47. The 1903 list, according to Whitney, Chairman of the Board of Inspectors, was not preserved.

to the list. The Subcommittee on Inspection had become "The Board of Inspectors," a working body with arbitrary powers and most important functions. Under the leadership of A. S. Whitney of Michigan accrediting procedures had been developed and clarified.

The Commission proper had set itself to study matters other than the definition of units: How large should classes be?²⁶ What recognition should be given to technical education in the secondary schools and colleges?²⁷ Should schools outside of the states in the North Central Association be accredited?²⁸ What should be the requirements for a Bachelor's degree? What further work should the Commission undertake?

A question that needed little encouragement to flare into expression was "Should not the Association accredit colleges as well as secondary schools?" It was heard on the Association floor as soon as plans for accrediting high schools were fairly well formulated. Even before official sanction had been won on the floor of the Association in 1903, it was voted in the Commission that a committee of five be appointed to take into consideration the advisability of extending the work of the Commission so as to include accrediting colleges and to determine what should be the requirements for the Bachelor's degree.²⁹

To this committee were appointed four university presidents—Charles F. Thwing, Western Reserve University;

James B. Angell, University of Michigan; Cyrus Northrup, University of Minnesota; J. H. Baker, University of Colorado—and one high school principal, Frederick Bliss, Detroit, Michigan. The next year (1904) the Committee was quite ready to recommend that the requirements for the degree include the completion of any undergraduate course, thoroughly and sufficiently prolonged in a college or university of good and reputable standing. But instead of making a definite recommendation relative to college accrediting the committee asked that the topic be carried over for a more complete study.³⁰

On the floor of the Association the same year, however, Dean Judson, Chairman of the Commission, in his speech on the outlook for the Commission, turned from secondary school accrediting, which, he said, must be strengthened year after year, to the colleges. "Why should not the colleges be inspected and rated?" he asked. "What is an approved college? Are there any studies or groups of studies that should be found in every good college and in every good college course?"³¹

His speech probably had little direct effect, for again in 1905 the Committee reported in detail on requirements for a Bachelor of Arts and said little about accrediting. President Thwing presented a careful resume of the committee studies in six parts, the last part having to do with inspection of colleges. It was understood that the Commission would take up the reports at the next meeting. Thus the matter passed over into what in this history is treated as the third period. So it was that, although the question of enlarging accrediting work so as to include the colleges was often enough be-

²⁶ A rule of the Board in 1904 had set 30 as a maximum. In 1905 a motion that the number be raised to 36 was referred to the Board of Inspectors. *Proceedings*, 1905, p. 58.

²⁷ It was voted that tentative definitions of at least one unit in shopwork, drawing, commercial work and physical culture should be prepared. *Proceedings*, 1903, Appendix. p. 118.

²⁸ The Commission decided, and the Association approved, that such schools might be added to the accredited list when approved by the Board of Inspectors. *Proceedings*, 1905, pp. 59-60. This practice, however, was rarely followed.

²⁹ *Proceedings*, 1903, Appendix, p. 178.

³⁰ *Proceedings*, 1904, pp. 43-44. The attitude of higher education men toward college accrediting was not more than luke warm.

³¹ *Ibid.*, pp. 59-60.

fore the Association during the latter part of the second half decade, there was little pressure for action.

Nevertheless the first ten years of the Association's history had brought about notably closer relations between all educational forces. Indeed this feeling was voiced on the floor of the meetings frequently and later reiterated by many who were intimately connected with the activities of the Association during these early years.⁸²

Another activity which engaged the attention of the Association during most of this second quinquennial period was an attempt to correct some of the evils of interscholastic and intercollegiate athletics. A determined effort, in keeping with the ideals of the young association, was made to get at the true difficulties and to set up better practices. Most of the activity was in the years from 1902 through 1905, but the issues were kept alive until 1910, after which they were allowed to drop out of sight for a decade.

The matter was first brought to the active attention of the Association in two papers read before that body in 1902. The first of these by Alonzo A. Stagg, even then an athletic director of repute, was entitled "The Uses of Football." It was a general treatment of the

game and its contributions to training of the body and the mind, with some intimations of dangers. The second, by Principal James E. Armstrong, concerned the use and abuse of interscholastic athletics. Though the talk was more eloquent than definitive, he made it appear that athletics presented a problem in need of consideration by the Association.

The upshot of the papers was the adoption of a motion by Principal E. L. Harris, stipulating the appointment of a committee, consisting of three representatives from the colleges and three from the high schools, to take into consideration questions relating to both interscholastic and intercollegiate contests, and to formulate a uniform set of rules to regulate such contests. The college members were A. A. Stagg, J. V. Denney, E. L. Harris, J. E. Armstrong, and C. G. Ballou.⁸³

During the ensuing year the Committee drew up a general plan for the operation of athletics and athletic contests. This plan E. L. Harris, as chairman, presented at the annual sessions in 1903. The report was in six sections (including a preamble) which set forth the evils of existing conditions and proposed a corrective plan with sections on Organization, Eligibility of Contestants, Certification, Relations with Institutions not Members of the Association, and a Senate and Court of Appeals.

Though all sections were received as important and accorded liberal discussion, the rulings on eligibility constituted the heart of the report. They follow:

"Any person representing a school in any athletic contest whatever with any other school of this Association must (1) be a bona fide student of the school which he represents;

⁸² James E. Armstrong, then Principal of Englewood high school, Chicago, and a man who had served on the Executive Committee for fifteen consecutive years (from 1901 to 1916) wrote in a letter to the writer, February 4, 1934: "...The dominant characters in the Association for the first few years were the presidents of the leading colleges of the North Central states. They were fair and earnest in their desire to bring the high schools and colleges into better cooperation and the high school men were glad for their interest and help." The Executive Committee in 1907 bore witness to a community of feeling in an explanatory statement. "There never has been an occasion in this Association when on any question the representatives of secondary education have voted one way and representatives of higher education another way. We are all secondary school people when we discuss a secondary school problem and all college people when we discuss college problems. . . ." *Proceedings*, 1907, p. 19.

⁸³ *Proceedings*, 1902, pp. 103-04. Professors Stagg and Slichter had not up to that time been active in the Association. The others were seasoned in Association service.

(2) he must have been a student at least four weeks before such contest; (3) he must be carrying at least twelve (12) hours of regular work upon which he has not previously received credit; (4) he must be maintaining a passing standard in scholarship in at least said twelve (12) hours work; (5) in the secondary school he must not be more than 24 years of age; (6) he must not have played more than four year in secondary school contests; (7) he must be an amateur sportsman; he must never have acted as an instructor in athletics.³⁴

Both secondary and collegiate athletic contests were thus regulated by one set of rules. The other provisions of the resolutions had the same dual intent. They provided for what was thought to be safe control within each institution by means of an athletic association and an executive committee; they required and defined proper certification of eligibility before all contests; and they required that institutions of the Association demand the same regulations from outside schools. For cities with several competing schools of the same class a Senate and Court of Appeals was to be set up, the judgment of which should be final.

As important as any section of the rulings was another recommendation, vouchsafed (so it was acknowledged) as not strictly within the province of the Committee but valuable to the proper promotion of athletics among all students and especially those not essentially athletic. This recommendation was to the effect that every school with a gymnasium and regular work of at least two hours per week, should give one-fourth unit credit per year (that is, one unit for the four years) toward graduation, even if one more unit had to be added to the amount required for graduation.³⁵ In the approval of this the Association took a long step forward in the promotion of health activities among pupils, especially in the secondary school.

There followed a symposium on ath-

letics. Many papers were read, most of them finding conditions bad as to professionalism, handling of moneys, coaching, and open flaunting of commercial and unamateur practice. Need for reform was expressed on every hand. A few, including President Jesse, University of Missouri, and President Jordan, Stanford University, a guest speaker, spoke extemporaneously in favor of the proposals.

After a prolonged discussion, Professor Holgate of Northwestern University moved that the papers (the report and the symposium) be published before the first of June and distributed through the Mississippi Valley, both in the colleges and in the high schools, and particularly to the Boards and Trustees of institutions. This was done.

Important as was the Association action of 1903, it was not the climax of the early struggle for reform of athletics. The complete report of the Committee on Athletics was tendered in 1904, at which time it was accompanied by some newspaper furor. Typical of the press notices was one in the *Chicago Tribune* for Saturday, March 26, 1904. The first two headlines announced

"PUT CURB ON ATHLETICS" and "Strong Series of Resolutions Adopted by Educators." The account opened with what must have been excellent news for sportswriters:

Strong measures for the control of the appearance of athletics in college and secondary school sports were taken yesterday by the North Central Association of Colleges and Secondary Schools at the Ninth Annual Meeting held at the Auditorium Hotel.

A resolution was adopted providing for a probationary period of one year to be required of all students of educational institutions before their appearance on athletic teams if allowed."³⁶

The action, with that of 1903, was recognized as the first step of a far-

³⁴ *Proceedings*, 1903, p. 103.

³⁵ *Ibid.*, p. 105.

³⁶ *Op. Cit.*

reaching movement. Through resolutions and recommendations plans were made to influence larger institutions to take up the policy thus started and to spread the custom until it should affect all athletics in the country. Various good results were claimed for the probationary year at the beginning of each period of training—the secondary, the collegiate, and the graduate—and for the resolution hitting at the subsidizing of athletes. Members of the Association were asked to pledge themselves to use their influence with the various educational organizations to bring about widespread adoption of the resolutions.

A question asked during the discussion indicates how necessary publicity, persuasion and example were considered to be in the absence of any power to enforce rules approved by the Association at that time. What good can it do without the power to enforce? was the question. No one suggested that adoption would have the force of law, but the sentiment for it was strong. It took on something of the zeal of a crusade. Finally Stagg, an ardent advocate of the reforms, argued directly and simply for adoption of the report. He thought that at least it would strengthen the fences. The motion was adopted.³⁷

The speeches and resolutions for both years were printed and given wide circulation. Still the members of the Committee felt that more was to be done. They threshed over the issues again, and in 1905 were prepared with a report embodying eight specific stipulations on eligibility, some of which were changed from the requirements set up two years earlier. In spirit much the same as obtain today, the stipulations were to the effect that (1) a contestant must be a bonafide student of the school he represents, (2) must have been such a student at least one year before the

contest, (3) must be carrying at least fifteen hours of work (3 units) upon which he had not previously received credit,³⁸ (4) must be maintaining a passing standard of scholarship in fifteen hours, (5) if enrolled in the secondary school, must not be more than twenty years of age, (6) must not have played more than four years in secondary school contests, (7) must be an amateur and never have acted as instructor in athletics, (8) may not play in games between secondary schools if he is a graduate of a secondary school.³⁹

A brief comparison of this set of regulations with those of two years earlier will reveal that in the second item, the time is increased from four weeks to a year;⁴⁰ in the third and fourth the hours are raised from twelve to fifteen and the new term "unit" is added in parenthesis; in the fifth the age is lowered from twenty-four to twenty; and the eighth is new. The tendency is unmistakably in the direction of tightening up even more in requirements.

The Committee asked also that schools of the Association require the same regulations from other schools before entering into contracts with them. Though not making it a specific stipulation the Committee recommended, also, the appointment of a coach from the teaching staff of the school. Again, however, they faced the fact that everything they did must be advised, or recommended; that the acceptance of their suggestions must be largely voluntary. Dean Woodward of Washington University, wishing to make the recommendations more operative, resorted to a motion that the new rules be printed and distributed to every

³⁸ The Accrediting Commission had two years earlier (1903) obtained adoption of the Unit system for defining secondary school credits. It was not yet popularized.

³⁹ *Proceedings*, 1905, pp. 25-33.

⁴⁰ This was the change which had created some furore in 1903.

³⁷ *Proceedings*, 1904, pp. 34-43.

university, college, and secondary school in the North Central States, with two requests in each case: (1) that the rules be brought before the faculty for adoption, and (2) that the action of the faculty, of whatever nature, be at once reported to the chairman of the Committee, so that progress could be reported to the Association.

Again it was urged as the duty of every member to champion the adoption and faithful observance of the rules by the local authorities. The success of their efforts to reform rested inevitably with their influence upon the schools of the period. As the Association gained in strength with expansion and development of accrediting, the athletic rulings so carefully devised during these three years took solid root. By 1906 there were some notable adoptions, and still more widespread adoptions of the rules were reported in 1907. At that time E. L. Harris, the Chairman, suggested that the Committee be discharged as little work remained except to watch progress.

To many the spread of reform doubtless seemed tantalizingly slow. To observers today it may seem that little has even yet been accomplished. Nevertheless a casual survey will show that most of the recommendations made in 1903, 1904, and 1905 are at present followed in the letter if not in the spirit and that what then was acknowledged to be advisory has since, with no more actual legal authority, come to have all the force of law. For the first few years, the determined publicity, the personal influence of the leaders, and the pressure of the more important schools and colleges were determining factors in building up favor for the rulings. There is, indeed, little doubt that the control which the North Central Association came to exert over athletic relations contributed to the general power and prestige of the Association.

Athletics was the only issue, aside from accrediting, that aroused any considerable amount of sustained attention during the second half decade of the Association's history. True, several aspects of the curriculum were treated generally, but with the forming of the Commission the detailed consideration of these questions passed to that body and became not so much a matter for open forum discussion as for study and definition. Still, the larger aspects of the curriculum continued to enlist the deliberations of the general assembly. For example, in 1901, Dean Birge of the University of Wisconsin spoke at some length in favor of combining industrial schools with literary schools. Continuing the policy of separating technical and industrial courses from literary courses, he contended, would inevitably result in division of the high school population into culture and trade groups, setting up, as in Europe, a class consciousness. Though several other members supported his thesis and extended his arguments, no special action by the Association was suggested. However the disposition to look upon the comprehensive high school with favor and to urge the inclusion of agricultural studies in the standard secondary school was indicative of a viewpoint which, generally held, resulted in action in individual schools.

President Baker of the University of Colorado at the same time reported a questionnaire study on elective studies in secondary schools. He had sent inquiries to superintendents and principals in fifty of the largest cities in the United States and had had responses from forty. Thirty of them Baker characterized as conservative. It appeared, said he, that New England schools looked less charitably on the idea of a liberal elective policy than did the western schools.

Similarly, the next year the general problem of the optimum size of high

schools in large cities was presented in a paper and discussed with some animation. Advocates for the high school of one thousand or more pupils were less numerous than for the small high school. The tendency to increase the number of high schools within a given city rather than to build larger schools and to furnish transportation to pupils was remarked, and increased attendance was held to be a result. College administrators and professors as well as superintendents and principals participated in the discussion, demonstrating again what the Executive Committee later insisted was the fact, namely that they were all secondary people when secondary problems were discussed.

Some attention was given in 1903 to the influence of higher commercial education upon the curriculum of the high school, and in 1904 to the advisability of giving credit for work done outside of the regular courses, but neither paper aroused a very general response.

During this period somewhat more time was given to problems of the curriculum in higher institutions than was the case in the previous quinquennial. One of these questions concerned itself with graduate study. Upon invitation Dean Andrew F. West of Princeton University read a paper in the meeting of 1905 and President MacLean discussed the paper. President James, Dean Birge, and others also contributed ideas on the topic. Chiefly it was emphasized that graduate study is the duty of the state university. But no action on the subject was taken or expected. Two facts, though, are worth remarking. First, graduate study was no longer considered by Association members to be of dignity and scholarliness only when pursued in the East or in Germany. Second, the discussion was confined almost exclusively to representatives of the universities. High school men, in general,

seemed more loathe to utter opinions on problems of higher education than did the men from the higher institutions to express their views on secondary school matters.

Another guest speaker who brought to the North Central Association a viewpoint on college curriculum organization was Nicholas Murray Butler, of Columbia University. He gave an address on "The Peril of the Small College," in which he presented views on the shortening of the college course to two years. The next year President Jordan of Stanford University was the guest speaker. He, too, talked on problems of higher education, having in his exposition to do with tendencies in American Universities. He regretted the rowdyism of western universities and sighed, as it were, for greater dignity in university education, fewer loafers, and less advertising. Insisting on democracy of the intellect, he advocated fewer requirements, more scholarliness, and much provision for individual elections.

The deliberative sessions were still marked by considerations of general problems. Moral responsibility of the college⁴¹ and social ethics in high school⁴² were questions upon which opinions were expressed and proposals made. It appeared to be a part of a general movement to elevate not only the educational but all other standards of schools and colleges as well. Yet there appeared no disposition to act with any such definiteness as had been done in athletic affairs.

College entrance requirements, the chief bone of contention of the first half

⁴¹ *Proceedings*, 1904, pp. 75-87. President King of Oberlin made moral and religious education prime essentials of the college with culture, character, and social efficiency the great ends. His paper was discussed by President Thwing, Professor Scott, and others who took more practical approaches in general.

⁴² *Proceedings*, 1905, pp. 116-42. Greek letter societies in high schools were specifically considered and condemned.

decade, took very little of the time of the Association during the second five-year period except in so far as they were implicit in the work of the Commission. Yet in 1901, college entrance requirements in English enlisted, in a discussion, active leaders of both higher and secondary education. Professor F. N. Scott presented a paper directed chiefly against the evils of entrance by examination in English, a practice which was disappearing among western universities but which was still dominant in the East. Support was given to him by Thurber, Harris, and Armstrong, all familiar figures on the floor of the Association meetings. No action, however, was taken.

Efforts to restrict the conferring of degrees, it will be remembered, had aroused more than a little discussion and activity during the first period, but had tapered off toward 1900. Only once during the second five years was the matter brought before the assembly. That was in 1902. President Draper of the University of Illinois, who had persisted in the crusade, reviewed the history of the effort to control by law the degree-conferring power, and again presented a strong argument for state restriction. He admitted, however, that legislation had not met with ready or general favor. Dudley P. Allen, Western Reserve University, had the second paper. He also insisted that some order must be established in American Higher education. The Association took no immediate steps to establish such order.

Relations with other educational groups, except for an important connection with the College Entrance Examination Board beginning in 1904, appear to have had little concern for the Association during these years. Delegates still attended the meetings of the Joint Committee on Entrance Requirements in English and reported their activities to the Association. That some attention

was paid to the reports is evidenced by Carman's resolution in 1905 to the effect that the Association request the College Entrance Examination Board to prepare questions in English for 1906 and thereafter, based on the Conference's revised list of books for 1909-12.

One of the most spirited discussions of the period resulted from a communication from the College Entrance Board, inviting the North Central Association to attend its sessions. This was in 1904. A motion that the invitation be accepted was discussed by men from all types of institutions. The predominant opinion favored acceptance, though all — or virtually all — stood committed to the certificate plan of admission. The general disposition was to regard the invitation as an opportunity to do some missionary work. Finally the motion to accept the invitation was passed after being amended thus: "But in so doing we in no way express a desire to compromise with the examination system, but retained confidence in the accrediting system."

Only one representative, Principal E. L. Harris, Central High School, Cleveland, was selected to attend the meeting that year. He reported to the Association in 1905 that most of the discussion had concerned requirements of Latin and Greek. He asked for definite instructions but received none. However the relationship with the Board came to play a somewhat more important role in the affairs of the Association during the next half decade.

The years during which accrediting was winning its way in the Association and was being interpreted in the North Central territory appear at first view to have been relatively lean years in attendance and membership in the Association. In 1901, the year that the Commission was conceived, only fifty-three people (of whom twenty-two were from

the Chicago metropolitan area) signed the register. The following year the meeting was held at Cleveland, the second to be held outside of Chicago. Here the attendance reached 119, but only thirty-two were from states other than Ohio. Missouri, Michigan, and Illinois sent all of the thirty-two except two from Indiana, one from Iowa, and President Baker from Colorado. In the light of this attendance it becomes easier to understand why the list prepared for 1903 was incomplete through failure of several of the states to be represented on the Board of Inspectors.

The total attendance showed a tendency to increase slightly during the three succeeding years. Moreover, in 1905, the 136 people present seemed more representative of the whole territory than at most of the preceding meetings. The colleges and universities were represented by 75 delegates, while 61 came from secondary schools and normals or were unattached. Many of the leaders present had been in attendance throughout the decade.⁴³

The attendance figures assume more significance, however, when they are compared with the figures for institutional membership during the same period. The total number of institutional members had declined from 104 in 1898 to 76 in 1901. Thereafter the number rose slowly to 100 in 1905, the year in which 136 persons were registered at the annual meeting. In actual attendance the higher institutions outnumbered secondary schools as indicated above, but in institutional membership the secondary schools held the balance with 64 to 36.

This difference in representation from the two types of institutions was made up as much as possible by naming more

individual memberships from the higher institutions. The Executive Committee continued to hold to the policy expressed by the founders: to keep the balance between the two types of schools as closely as possible. Moreover, another ideal held by the founders, that of limiting the membership to 150, had influenced the Executive Committee against attempting to swell the membership, particularly of secondary schools. A small active group was considered to be necessary for a working rather than a talking body.

Under the circumstances it is probably not safe to conclude that the failure of the Association to grow rapidly in institutional membership during this period was due to a lack of interest on the part of educational leaders. Indeed, the fact that the attendance usually equalled or surpassed the membership might be taken as a token of somewhat lively interest, especially toward the close of the period when the work of accrediting was making good headway. It was in 1905, for instance, that North and South Dakota asked for admission to the Association area and were accepted.

On the other hand it must be noted that there is some reason for believing that member schools of a few of the outlying states did not make special effort to keep their affiliation with the Association until after accrediting got well under way. A comparison of membership in 1902 with that of 1896 will illustrate. In 1902, seven years after the founding of the Association, Minnesota, Nebraska, Kansas, and Oklahoma had only their state universities holding membership, although each of these states had two or more membership schools in 1896. Michigan, where the Association had its birth, had but seven institutional members in 1902, fewer by three than in 1896. Wisconsin had four in 1902 (with no public high schools and no normals) as compared with six in 1896. Nevertheless this

⁴³ *Proceedings*, 1905, pp. 172-76. Among those with a decade or almost a decade of service were Harris, Bliss, Nightingale, Cot, Carman, Kirk, Waldo, Denney, MacLean, Armstrong, and Thwing.

loss of institutional members in a number of the states was not paralleled by a general loss in membership for the Association, for there were five or more higher institutions on the roll in 1902 than in 1896 and but one high school fewer. Moreover memberships of all classes increased in Illinois, Missouri, and Ohio

where Association meetings had been held one or more times after 1896. But it is probably true that the states that enjoyed this relationship with the Association had less need for an important new movement such as territorial accrediting in order to renew or stimulate their interest than did many other states.

✓

RECORD OF ATTENDANCE AT THE ANNUAL MEETING

Chicago, Hotel Stephens, April 11-13, 1935 ✓

ARIZONA

Garretson, O. K., High School Visitor, University of Arizona, Tucson.

ARKANSAS

Brown, Newton H., Head of Engineering, Arkansas State College, Jonesboro.

Cook, Elmer, Principal, Senior High School, Fort Smith.

Crabaugh, Alfred J., Vice-President, Arkansas Polytechnic College, Russellville.

Futrell, J. C., President, University of Arkansas, Fayetteville.

Galloway, Bernice, Dean, Central College, Conway.

Graham, E. E., Dean, A. and M. College, Magnolia.

Hotz, H. G., Acting Dean, College of Education, University of Arkansas, Fayetteville.

Hull, J. W., President, Arkansas Polytechnic College, Russellville.

Larson, J. A., Principal and President, Little Rock High School and Little Rock Junior College, Little Rock.

McAlister, H. L., President, Arkansas State Teachers College, Conway.

McKnight, O. E., Secondary Education, Henderson State Teachers College Arkadelphia.

Overstreet, C. A., President, A. and M. College, Magnolia.

Owens, M. R., State High School Supervisor, State Department of Education, Little Rock.

Reynolds, J. H., President, Hendrix College, Conway.

Turrentine, G. R., Dean, Arkansas Polytechnic College, Russellville.

Whitsitt, E. L., Dean, Arkansas State College, Jonesboro.

Womack, J. P., President, Henderson State Teachers College, Arkadelphia.

COLORADO

Engle, Wilber D., Vice-Chancellor, University of Denver, Denver.

Gilmore, Ralph J., Professor of Biology, Colorado College, Colorado Springs.

Huchingson, James E., President, Colorado Woman's College, Denver.

Hunter, Frederick M., Chancellor, University of Denver, Denver.

*Northwestern
Association of
College and
Preparatory
Schools*

Lappen, Mark W., Superintendent, Holy Family High School, Denver.

Leake, James D., Superintendent, Littleton High School, Littleton.

McCracken, S. J., Registrar, Colorado State College of A. and M., Fort Collins.

Miller, Fletcher M., Superintendent, Lakewood School, Edgewater.

Minear, Craig P., Superintendent, Idaho Springs High School, Idaho Springs.

Mother Ann Francis, President, Loretto Heights College, Denver.

Roe, William S., Principal, Colorado Springs High School, Colorado Springs.

Sister Francis Theresa Halloran, Acting Dean, Loretto Heights College, Denver.

Sister Gerard Joseph, Representative, St. Francis de Sales, Denver.

Stevens, Paul C., Superintendent of Schools, Whestridge High School, Whestridge.

Wilson, G. T., Superintendent of La Junta Public Schools, La Junta.

Wrinkle, William L., Director, High School, Colorado State Teachers College, Greeley.

ILLINOIS

Abel, D. Herbert, Professor of Classical Language, Loyola University, Chicago.

Abells, Harry D., Superintendent, Morgan Park Military Academy, Morgan Park.

Abraham, H. G., Principal, Community High School, Woodstock.

Adams, Karl L., President, Northern Illinois State Teachers College, De Kalb.

Allen, Harry D., Principal, Township High School, Bellflower.

Allison, Carl W., Principal, Senior High School, Champaign.

Allison, R. Y., Principal, Kankakee High School, Kankakee.

Ambrose, Curtis E., Principal, Township High School, Oblong.

Anderson, C. C., Principal, Community High School, Argo.

Anderson, John C., Principal, Luther Institute, Chicago.

Anderson, Logan, Printing Consultant and Salesman, R. R. Donnelly and Sons Company, Chicago.

Andreen, G. A., President, Augustana College, Rock Island.

- Andrews, George A., Dean, Principia College, Elsau.
- Armstrong, James E., Retired Principal of Chicago High School, 10638 Prospect Avenue, Chicago.
- Arnold, Frances M., Registrar, Francis W. Parker School, Chicago.
- Bacon, Francis L., Superintendent, Township High School, Evanston.
- Barbour, Lillian, Registrar, Ferry Hall, Lake Forest.
- Barns, Elizabeth, Teacher of History, Township High School, Joliet.
- Barry, Laurence M. (Rev.), Principal, St. Ignatius High School, Chicago.
- Baughman, W. L., Principal, East St. Louis High School, East St. Louis.
- Beals, R. G., Superintendent, De Kalb Township High School, De Kalb.
- Beam, Russell A., Assistant Educational Adviser, Sixth Corps Area C.C.C., 1034 Post Office Building, Chicago.
- Beck, James L., Dean, Thornton Junior College, Harvey.
- Ben, F. A., Dean, Eastern Illinois State Teachers College, Charleston.
- Benedict, Ruth C., Office Secretary, North Central Association, University of Illinois, Urbana.
- Benner, Thomas E., Dean, College of Education, University of Illinois, Urbana.
- Bennett, I. H., Assistant Principal, Genoa Township High School, Genoa.
- Biester, Fred L., Principal, Glenbard Township High School, Glen Ellyn.
- Bilderback, C. S., Principal, Township High School, Mendon.
- Bishop, S. D., Assistant Principal, Community High School, West Chicago.
- Blanch, L. E., Executive Secretary, Curriculum Survey Committee, American Association of Dental Schools, Chicago.
- Blue, James E., Principal, Senior High School, Rockford.
- Bogan, William J., Superintendent of Schools, Chicago.
- Bradford, John E., General Secretary, United Presbyterian Board of Education, Chicago.
- Brewer, J. H., Principal, Peoria High School, Peoria.
- Brink, William G., Associate Professor of Education, Northwestern University, Evanston.
- Britt, Albert, President, Knox College, Galesburg.
- Brother H. Basil, Principal, De La Salle High School, Chicago.
- Brother Julius, Librarian, St. Mel High School, Chicago.
- Brother Liguori, Principal, St. Mel High School, Chicago.
- Brother Stanislaus, Teacher, Holy Trinity High School, Chicago.
- Brother Victor, Principal, Holy Trinity High School, Chicago.
- Brumbaugh, A. F., Dean of Students in the College, University of Chicago, Chicago.
- Buck, Howard L., Principal, Central Y.M.C.A. Evening High School, Chicago.
- Buckler, J. Bruce, Principal, Township High School, Casey.
- Burgh, J. Fredrick, Business Manager, North Park Junior College, Chicago.
- Buzzard, Robert G., President, Eastern Illinois State Teachers College, Charleston.
- Byerly, C. C., Principal, Community High School, West Chicago.
- Byerley, J. Roy, Assistant to the Superintendent of Public Instruction, State of Illinois, Springfield.
- Campbell, Clyde M., Principal, Community High School, Fisher.
- Campbell, Mrs. Lydia W., Assistant Principal, Kenwood-Loring School, Chicago.
- Cardinal, E. C., President, St. Victor College Bourbonnais.
- Carman, George N., Director, Lewis Institute, Chicago.
- Chalmers, Gordon, President, Rockford College, Rockford.
- Chappelear, C. S., Superintendent of Schools, Galena.
- Cherf, John F. (Rev.), Rector, St. Procopius College Academy, Lisle.
- Church, H. V., Secretary, Department of Secondary School Principals, 5835 Kimbark Avenue, Chicago.
- Clarke, C. L., Professor of Education, Lewis Institute, Chicago.
- Clarke, Dorothy W., Teacher of Social Studies, National College of Education, Evanston.
- Clarke, William F., Dean, College of Law, De Paul University, Chicago.
- Clevenger, A. W., High School Visitor, University of Illinois, Urbana.
- Coleman, Desmond J., Teacher, St. Rita High School, Chicago.
- Collins, G. R., Superintendent of Schools, Tuscola.
- Condit, C. C., Principal, Township High School, Rantoul.
- Conley, William H., Assistant Dean, School of Commerce, Loyola University, Chicago.
- Connelly, John J., Teacher and Coach, St. Rita High School, Chicago.
- Conrad, Charles W., Teacher of Psychology, Chicago School Board, Chicago.

- Cook, Paul N., Executive Secretary, Phi Delta Kappa, Chicago.
- Cooley, James A., Assistant in Mathematics, University of Illinois, Urbana.
- Corbell, Oscar M., Superintendent of Schools, Centralia.
- Coultrap, H. M., Superintendent, Community High School, Geneva.
- Crakes, C. R., Principal, Senior High School, Moline.
- Cramer, W. F., Assistant Dean, Central Y.M.C.A. College, Chicago.
- Curtis, M. S. (Rev.), Principal, Leo High School, Chicago.
- Davidson, William J., Assistant Secretary, Board of Education, Methodist Episcopal Church, Chicago.
- Davis, Edward L., Science Teacher, Onarga Military School, Onarga.
- Davy, Mary E., University School for Girls, Chicago.
- Dawson, L. O., Superintendent, United Township High School, East Moline.
- Deam, Thomas M., Assistant Superintendent, Joliet Township High School and Junior College, Joliet.
- De Land, Glenn A., Principal, Township High School, Georgetown.
- De Young, C. A., Head, Department of Education, Illinois State Normal University, Normal.
- De Wees, W. I., Principal, Township High School, Amboy.
- Diesing, Arthur E., Instructor, Concordia Teachers College, River Forest.
- Dodd, Albert G., Dean, Morgan Park Junior College, Chicago.
- Dorger, Albert F., Principal, Loyola Academy, Chicago.
- Duffin, Russell M., Principal, Danville High School, Danville.
- Eades, Roscoe, Principal, Township High School, Sterling.
- Eaton, A. L., Instructor, Central Y.M.C.A. High School, Chicago.
- Echols, Silas, Principal, Township High School, Mt. Vernon.
- Edwards, J. J., Principal, De Paul University Academy, Chicago.
- Eelkema, H. H., Principal and Superintendent, Proviso Township High School, Maywood.
- Egan, Howard E., Dean, De Paul University, Chicago.
- Egan, Thomas A., Dean, Loyola University, Chicago.
- Eggert, Walter A., Superintendent of Elementary Schools, Blue Island.
- Elwood, F. G., Principal, Mooseheart High School, Mooseheart.
- Evjen, John O., Dean, Carthage College, Carthage.
- Fairchild, R. W., President, Illinois State Normal University, Normal.
- Farrell, Allan P. (Rev.), Associate Dean, Loyola University, Chicago.
- Faulkner, Principal, Faulkner School for Girls, Chicago.
- Finley, Elden D., Principal, Community High School, Delavan.
- Finnegan, W. A., Assistant Dean, Loyola University, College of Arts and Sciences, Chicago.
- Fitzgerald, James A., Professor of Education, Loyola University, Chicago.
- Foulkes, T. R., Assistant Principal, Maine Township High School, Des Plaines.
- Fulwider, L. A., Principal, Freeport High School, Freeport.
- Gaffney, James T., Principal, Roosevelt High School, Chicago.
- Gaffney, Matthew P., Superintendent, New Trier Township High School, Winnetka.
- Garrett, R. C., Superintendent of Schools, Belvidere.
- Gerrietta, J. S., Loyola University, Chicago.
- Gilman, Albert Franklin Jr., Professor of Chemistry, Central Y.M.C.A. College, Chicago.
- Goble, W. L., Principal, Elgin High School, Elgin.
- Goodier, W. A., Principal, Bloomington High School, Bloomington.
- Goodwin, Eneas B., Acting Head, Economics Department, Loyola University, Chicago.
- Gore, G. D., Department of Mathematics, Central Y.M.C.A. College, Chicago.
- Goreham, W. J., Principal, Sidell Township High School, Sidell.
- Grabowski, John (Rev.), Teacher of Mathematics, Weber High School, Chicago.
- Graham, Ray, Superintendent of Schools, Mason City.
- Graham, V. Blanche, Principal, Naperville High School, Naperville.
- Hadden, S. B., Principal, Urbana High School, Urbana.
- Haekiel, I. E., Assistant Principal, Riverside-Brookfield Township High School, Riverside.
- Hafemann, W. F., Principal, Township High School, Savanna.
- Hagen, H. H., Principal, Crane Technical High School, Chicago.
- Haggard, W. W., Superintendent, Township High School and Junior College, Joliet.
- Hall, C. S., Superintendent of Schools, Huntley.
- Hamilton, F. R., President, Bradley College, Peoria.

- Hancox, Herbert F., Dean, Central Y.M.C.A. College, Chicago.
- Handlin, W. C., Principal, Community High School, Lincoln.
- Hanna, John Calvin, State Supervisor of High Schools, Springfield.
- Hansen, Herbert C., Principal, Foreman High School, Chicago.
- Hanson, Earl H., Principal, Senior High School, Rock Island.
- Harris, William, Superintendent of Schools, Decatur.
- Harrod, S. G., Dean, Eureka College, Eureka.
- Hatton, Theodore (Rev.), Principal, Mt. Carmel High School, Chicago.
- Heald, H. T., Dean, Armour Institute of Technology, Chicago.
- Hessler, John C., President, James Milliken University, Decatur.
- Hobson, Cloy S., Principal, Township High School, Genoa.
- Hodapp, A. P., Professor of Economics, Loyola University, Chicago.
- Holgate, Thomas F., Northwestern University, Evanston.
- Horton, Byrne, Associate Professor of Education, De Paul University, Chicago.
- Hostetter, A. Beth, Registrar, Francis Shimer Junior College, Mt. Carroll.
- Hostetter, Anita M., Secretary, Board of Education for Librarianship, American Library Association, Chicago.
- Hrudka, L. M., Superintendent, Morton High School and Junior College, Cicero.
- Hughes, J. W., Principal, Lincoln Junior and Senior High Schools, East St. Louis.
- Jaquith, Harold C., President, Illinois College, Jacksonville.
- Jarman, H. H., Principal, Township High School, Long View.
- Jasinski, Henry P. (Rev.), Teacher of Latin, Weber High School, Chicago.
- Jeffries, U. B., Superintendent of Schools, Charleston.
- Jones, Hayden E., Assistant Superintendent, Morgan Park Military Academy, Chicago.
- Jordan, C. L., Superintendent, Township High School, Streator.
- Keeler, Otis, Assistant Superintendent of Public Instruction, Springfield.
- Kelly, Glenn K., Principal, Riverside-Brookfield High School, Riverside.
- Kelly, W. E., Registrar, Armour Institute of Technology, Chicago.
- Ketring, J. H., Principal, Community High School, Carbondale.
- Kiniery, Paul, Associate Professor of History, Loyola University, Chicago.
- Klein, Harvey L., Principal, De Paul Loop High School, Chicago.
- Kleiner, Joseph L., Registrar, De Paul University, Chicago.
- Kovacs, John J., Registrar, De Paul Academy, Chicago.
- Kranz, L. J., Director of Physical Education, Northwestern University, Evanston.
- Kuhinka, Julius V., Associate Professor, Loyola University, Chicago.
- Lang, C. E., Principal, Lane Technical High School, Chicago.
- Laughner, Frances, Secretary, High School Visitor, University of Illinois, Urbana.
- Lehmann, Timothy, President, Elmhurst College, Elmhurst.
- Leinweber, W. J., Superintendent, Mooseheart High School, Mooseheart.
- Lemon, J. E., Superintendent, Blue Island Community High School, Blue Island.
- Letsinger, K. L., Principal, Community High School, Tolono.
- Letts, George L., Principal, York Community High School, Elmhurst.
- Lindsey, R. V., Principal, Community High School, Pekin.
- Lockhart, A. V., Principal, Thornton Fractional Township High School, Calumet City.
- Long, Sam V., Superintendent of Schools, Venice.
- Loomis, Arthur K., Principal, University High School, University of Chicago, Chicago.
- Loomis, O. E., Principal, Hononegah High School, Rockton.
- Lorenzen, Clara H., Assistant Principal, Ferry Hall, Lake Forest.
- MacGuidwin, F. J., Instructor of Romance Languages, Central Y.M.C.A. High Schools, Chicago.
- McClain, C. S., Dean, Olivet College, Olivet.
- McCoy, C. A., Principal, Community High School, Newton.
- McCoy, D. W., Principal, High School, Springfield.
- McDaniel, M. R., Superintendent, Oak Park and River Forest Township High School, Oak Park.
- McHugh, Daniel J. (Rev.), Professor and Treasurer, De Paul University, Chicago.
- McIntosh, W. R., Principal, Township High School, Olney.
- McMichael, T. H., President, Monmouth College, Monmouth.
- McPheeters, W. E., Dean, Lake Forest College, Lake Forest.
- McPherson, H. W., President, Illinois Wesleyan University, Bloomington.
- McVey, William E., Superintendent, Thornton

- Township High School and Junior College, Harvey.
- Malone, Berthold (Rev.), Prefect of Studies, Mt. Carmel High School, Chicago.
- Marr, Roy T., Instructor of Mathematics, Central Y.M.C.A. High School, Chicago.
- Marsh, Albert F., Instructor, Y.M.C.A. Schools, Chicago.
- Maxwell, Arthur B., English Department, St. Rita High School, Chicago.
- Mayhew, Herman, Principal, Morgan Park Military Academy, Chicago.
- Melchior, John M., Assistant Professor of Classical Languages, Loyola University, Chicago.
- Melby, Ernest O., Dean, School of Education, Northwestern University, Evanston.
- Melton, C. E., Superintendent of Schools, Eureka.
- Meyer, W. W., Superintendent of Schools, Community High School, Harvard.
- Meyers, H. E., Principal, Community High School, Marengo.
- Mielke, Irven S., Mathematics Instructor, Luther Institute, Chicago.
- Miller, A. H., Registrar, Concordia Teachers College, River Forest.
- Miller, E. G., Superintendent, Wethersfield Schools, Kewanee.
- Miller, S. C., Principal, Elgin High School, Elgin.
- Mitchell, Harry G., Instructor in English, Central Y.M.C.A. Day High School, Chicago.
- Moon, George R., Recorder and Examiner, University of Illinois, Chicago.
- Moore, Benjamin C., President, Lincoln College, Lincoln.
- Moore, Byron R., Principal, Community High School, East Peoria.
- Moore, H. M., President, Lake Forest College, Lake Forest.
- Morgan, W. P., President, Western Illinois State Teachers College, Macomb.
- Mother A. Regan, Principal, Convent of the Sacred Heart, Chicago.
- Mother M. Imelda Fischer, President, St. Scholastica School, Chicago.
- Mother M. Loretto, Principal, Notre Dame of Quincy High School, Quincy.
- Mother Patricia, Principal, Marquette High School, Alton.
- Mother Theresa Sullivan, Principal, Ursuline Academy, Springfield.
- Moyer, E. L., Principal, Senior High School, Galesburg.
- Murphy, William M., Dean of Instruction and Head of the Department of Education, De Paul University, Chicago.
- Mutch, J. C., Principal, High School, Jacksonville.
- Nelson, Thomas H., President, Central Y.M.C.A. College, Chicago.
- Oborne, Angelus J. (Rev.), Registrar, Mt. Carmel High School, Chicago.
- O'Connell, Daniel, Director, Jesuit Educational Association, Chicago.
- O'Connell, Vice-President, De Paul University, Chicago.
- Ohlson, Algoth, President, North Park College, Chicago.
- Olson, A. J., Principal, Broadview Academy, La Grange.
- O'Neill, Matthew T. (Rev.), Principal, Joliet Catholic High School, Joliet.
- Pasek, J. Edwin, Dean, School of Commerce, Central Y.M.C.A. College, Chicago.
- Patterson, Assistant State Superintendent, Springfield.
- Paul, Peter J. (Rev.), Teacher of History, St. Rita High School, Chicago.
- Pearsall, Gordon S., Zoology Instructor, Central Y.M.C.A. College, Chicago.
- Pence, Charles E., Principal, Harvard School for Boys, Chicago.
- Peterson, F. M., Principal, Community High School, Monticello.
- Philbin, Michael J., Teacher, St. Rita High School, Chicago.
- Powers, E. W., Superintendent of Schools, Petersburg.
- Price, Hugh G., Assistant Superintendent, Morgan Park Military Academy, Chicago.
- Price, L. A., Principal, Township High School, Nauvoo.
- Prior, Gerald A., Assistant Principal, St. Thomas High School, Rockford.
- Puckett, Roswell C., Principal, Bloom Township High School, Chicago Heights.
- Rall, E. E., President, North Central College, Naperville.
- Rea, A. A., Principal, West High School, Aurora.
- Riback, William H., Principal, Jewish People's Institute High School, Chicago.
- Richards, John W., Headmaster, Lake Forest Academy, Lake Forest.
- Robb, Ralph, Principal, Community High School, Clinton.
- Roberts, M. F., Principal, Community High School, Wheaton.
- Robertson, R. M., Principal, Township High School, Rock Falls.
- Robinson, R. M., Principal, Kewanee High School, Kewanee.
- Rohnbaugh, George I., President, Monticello Seminary, Godfrey.

- Rothschild, Donald A., Principal, E.I.S.T. College High School, Charleston.
- Russell, Cecilia, Principal, Kenwood-Loring School, Chicago.
- Russell, John Dale, Associate Professor, University of Chicago, Chicago.
- Russell, W. G., Principal, Manual Training High School, Peoria.
- Sandwich, Richard L., Superintendent, Deerfield-Shields Township High School, Highland Park.
- Sanford, C. W., Principal, University High School, University of Illinois, Urbana.
- Sayre, R. C., Principal, Decatur High School, Decatur.
- Scanlan, John W., Assistant Professor of Education, Loyola University, Chicago.
- Schell, Edward R., Dean, Wheaton College Academy, Wheaton.
- Schmilding, Alfred, Principal of Practice School, Concordia Teachers College, River Forest.
- Schneider, Everett E., Educational Adviser, C.C.C. Camp, Glenview.
- Schniepp, A. E., Superintendent, Carlyle Public Schools, Carlyle.
- Schobinger, Elsie, Principal, Harvard School for Boys, Chicago.
- Schroeder, H. H., Dean, Illinois State Normal University, Normal.
- Seary, J. L., Assistant Principal, St. Rita High School, Chicago.
- Shafer, B. F., Superintendent of Schools, Freeport.
- Simock, Hedley S., Dean, George Williams College, Chicago.
- Sister Arnoldine, Principal, Maria Immaculata Academy, Chicago.
- Sister Bernardine, Principal, Holy Ghost Academy, Techny.
- Sister Carita, Principal, Marywood School, Evanston.
- Sister Dorothy Marie, Principal, St. Xavier Academy, Chicago.
- Sister Elma, Instructor, Josephinum High School, Chicago.
- Sister Ignata, Principal, Josephinum High School, Chicago.
- Sister Irma, Dean, St. Xavier College for Women, Chicago.
- Sister Jane Marie, Assistant Principal, Bishop Muldoon High School, Rockford.
- Sister Josephis, Principal, Mallinckrodt High School, Wilmette.
- Sister Lillian, Commercial Teacher, Holy Ghost Academy, Techny.
- Sister Loretta Marie, Science Department, Bishop Muldoon High School, Rockford.
- Sister Marguerite Marie, English Teacher, St. Mary-Sacred Heart High School, Sterling.
- Sister Marie, Principal, Villa de Chantal, Rock Island.
- Sister Marie Camilla, History Instructor, Mt. St. Mary's-on-the-Fox, St. Charles.
- Sister Marie Daniel, Principal, High School of St. Thomas Apostle, Chicago.
- Sister Marie Rose, English Teacher, High School of St. Thomas Apostle, Chicago.
- Sister Mary Adella, Teacher of Home Economics, Community High School, Sterling.
- Sister Mary Agatha, Principal, Loretto High School (Englewood), Chicago.
- Sister Mary Agnita, Principal, Mercy High School, Chicago.
- Sister Mary Aimee, English and Mathematics, Trinity High School, River Forest.
- Sister Mary Albensia, Teacher, Good Counsel, Chicago.
- Sister Mary Alberto, Principal, Visitation High School, Chicago.
- Sister Mary Alexandrine, Principal, Trinity High School, River Forest.
- Sister Mary Aloyse, Dean, Mercy High School, Chicago.
- Sister Mary Amancia, Teacher, Good Counsel, Chicago.
- Sister Mary Anacleta, Teacher, St. Patrick's Academy, Des Plaines.
- Sister Mary Andrew, Principal, Bishop Muldoon High School, Rockford.
- Sister Mary Angela, Principal, Good Counsel High School, Chicago.
- Sister Mary Angeline, Principal, Mt. St. Mary's Academy, St. Charles.
- Sister Mary Antonia, Education Department, Mundelein College, Chicago.
- Sister Mary Aquinas, Head of the Department of English, Rosary College, River Forest.
- Sister Mary Benedict, Principal, Trinity High School, Bloomington.
- Sister Mary Benita, Bursar, Rosary College, River Forest.
- Sister Mary Bernardin, Home Economics Teacher, Alvernia High School, Chicago.
- Sister Mary Bernardine, Principal, Academy of Our Lady, Chicago.
- Sister Mary Bernardine, Principal, Siena High School, Chicago.
- Sister Mary Borgia, English Teacher, Loretto High School (Englewood), Chicago.
- Sister Mary Camillus, German Department, St. Xavier College for Women, Chicago.
- Sister Mary Celeste Leger, Head of Social Science Division, St. Xavier College, Chicago.
- Sister Mary Ceslita, Teacher of Biology, Holy Family Academy, Chicago.

- Sister Mary Charity, Principal, Aquin High School, Freeport.
- Sister Mary Chrysantha, Dean of Students, College of St. Francis, Joliet.
- Sister Mary Clarine, Teacher of English, Trinity High School, River Forest.
- Sister Mary Clarus, Music Department, Immaculata High School, Chicago.
- Sister Mary Clemenge, Registrar, Immaculata High School, Chicago.
- Sister Mary Coelina, Mathematics Instructor, Mt. St. Mary's Academy, St. Charles.
- Sister Mary Concepta, English Instructor, St. Patrick's Academy, Des Plaines.
- Sister Mary Conceptia, Teacher, Holy Family Academy, Chicago.
- Sister Mary Consolata, Teacher, Madonna High School, Aurora.
- Sister Mary Cyrilla, Commercial Instructor, Trinity High School, Bloomington.
- Sister Mary de Lellis, Principal, Aquinas High School, Chicago.
- Sister Mary Dolores, Teacher, Resurrection High School, Chicago.
- Sister Mary Dolores, Head of Education Department, College of St. Francis, Joliet.
- Sister M. Dympna, Librarian, Loretto Academy, Chicago.
- Sister Mary Eleanor, Principal, St. Casimir Academy, Chicago.
- Sister Mary Eleanor, Teacher, Visitation High School, Chicago.
- Sister Mary Elizabeth, Principal, Alvernia High School, Chicago.
- Sister Mary Eulogia, Dean, College of St. Francis, Joliet.
- Sister Mary Euphemia, Principal, Holy Family Academy, Chicago.
- Sister Mary Evangela Henthorne, Dean, Mundelein College, Chicago.
- Sister Mary Fidelis, Registrar, Rosary College, River Forest.
- Sister Mary Fidelissima, Teacher of Latin, Good Counsel High School, Chicago.
- Sister Mary Florence, Instructor, Aquinas High School, Chicago.
- Sister Mary Francis, Teacher, Holy Family Academy, Chicago.
- Sister Mary Gabriel, Latin Teacher, Loretto Academy, Chicago.
- Sister Mary Genevieve, Registrar, St. Xavier College for Women, Chicago.
- Sister Mary Geraldine, Principal, Providence High School, Chicago.
- Sister Mary Henrica, Teacher, Convent Ancilla Domine, Chicago.
- Sister Mary Immaculata, Registrar, College of St. Francis, Joliet.
- Sister Mary Irene, Principal, St. Patrick Academy, Des Plaines.
- Sister Mary James, Teacher of Latin, Siena High School, Chicago.
- Sister Mary Jerellen, Music Department, Immaculata High School, Chicago.
- Sister Mary Josephine, English Teacher, Villa de Chantal, Rock Island.
- Sister Mary Josephine Taggart, Teacher of Springfield College, Springfield.
- Sister Mary Josita, Principal, Immaculata High School, Chicago.
- Sister Mary Justitia Coffey, President, Mundelein College, Chicago.
- Sister Mary Juvenalia, Teacher of French, Good Counsel High School, Chicago.
- Sister Mary Leona, Teacher, St. Casimir Academy, Chicago.
- Sister Mary Leontine, Principal, Notre Dame Academy, Belleville.
- Sister Mary Lilliosa, Teacher of English, Holy Family Academy, Chicago.
- Sister Mary Lorenzo, Commercial Teacher, Loretto Academy, Chicago.
- Sister Mary Loretto, Principal, St. Teresa High School, Decatur.
- Sister Mary Loyola, Principal, Madonna High School, Aurora.
- Sister Mary Loyola, English Department, St. Xavier College for Women, Chicago.
- Sister Mary Lucille, Music Directress, Holy Family Academy, Chicago.
- Sister Mary Lucy, Teacher, St. Casimir Academy, Chicago.
- Sister Mary Lumena, Teacher of History, Trinity High School, River Forest.
- Sister Mary Matilda, Mathematics Teacher, Community High School, Sterling.
- Sister Mary Mildred, Assistant Registrar, College of St. Francis, Joliet.
- Sister Mary Mona, Teacher of Latin, Immaculata High School, Chicago.
- Sister Mary Olivia, English Instructor, Mt. St. Mary's Academy, St. Charles.
- Sister Mary Patrick, Home Economics Teacher, St. Xavier Academy, Chicago.
- Sister Mary Pius, Commercial Teacher, Holy Family Academy, Chicago.
- Sister Mary Placidia, Immaculata High School, Chicago.
- Sister Mary Roberta, Principal, Loretto Academy (Woodlawn), Chicago.
- Sister Mary Roberta, Teacher, Mercy High School, Chicago.
- Sister Mary St. Edward, Science Department, Loretto Academy (Woodlawn), Chicago.
- Sister Mary St. Helen, Registrar, Mundelein College, Chicago.

- Sister M. Silveria, Commercial Teacher, Holy Family Academy, Chicago.
- Sister Mary Simplicissima, Teacher of Latin, Good Counsel High School, Chicago.
- Sister Mary Simplicita, Teacher of Science and Mathematics, Good Counsel High School, Chicago.
- Sister Mary Teresa, Teacher of History, Loretto Academy, Chicago.
- Sister Mary Theodista, Principal, St. Michael Girls' Central High School, Chicago.
- Sister Mary Vitalia, Teacher, Holy Family Academy, Chicago.
- Sister Michael James, Librarian, Aquinas High School, Chicago.
- Sister Pauline, Principal, Resurrection High School, Chicago.
- Sister Regis, Principal, St. Patrick Girls' High School, Chicago.
- Sister Sebastian Cronin, Principal, St. Scholastica School, Chicago.
- Sister Teresa Augusta, Instructor in Commercial Subjects, Community High School, Sterling.
- Sister Winifred, English Department, Bishop Muldoon High School, Rockford.
- Sleight, George N., Head of Education Department, Lake Forest College, Lake Forest.
- Smith, Erman S., Superintendent of Schools, Barrington.
- Smith, G. T., Principal, Starrett School for Girls, Chicago.
- Smith, Robert G., Superintendent of Schools, Rushville.
- Smith, Zens L., Head of Mathematics Department, Morgan Park Junior College, Chicago.
- Spelman, Walter B., Dean, Morton Junior College, Cicero.
- Sproule, Martha, Dean, Jennings Seminary, Aurora.
- Starzynski, Mitchell (Rev.), Principal, Weber High School, Chicago.
- Steggert, Bertram J., Registrar, Loyola University, Chicago.
- Stephens, Joseph B., Thornton Township High School, Harvey.
- Stevenson, Fred G., Superintendent, La Salle-Peru Township High School and Junior College, La Salle.
- Steward, Donald H., Registrar, Central Y.M.C.A. College, Chicago.
- Stoltz, H. J., Principal, Community High School, Normal.
- Storm, H. C., Superintendent, Batavia High School, Batavia.
- Stout, John B., Principal, Community High School, Momence.
- Stringer, Ralph E., Principal, Robinson Township High School, Robinson.
- Taggart, C. C., Assistant Principal, Proviso Township High School, Maywood.
- Tarnowski, A. J., Science Instructor, Luther Institute, Chicago.
- Terry, Clyde R., President, Illinois Military School, Abingdon.
- Thalman, John W., Superintendent, Township High School, Waukegan.
- Theilgaard, Sophie A., Principal, Flower Technical High School, Chicago.
- Thisted, M. N., Principal of Academy and Dean of Men, Western Illinois State Teachers College, Macomb.
- Thomas, J. E., Professor of Education, Illinois Wesleyan University, Bloomington.
- Thomas, P. W., Principal, Westville High School, Westville.
- Thompson, G. E., Superintendent of Schools, St. Charles.
- Thompson, P. L., President, Shurtleff College, Alton.
- Thrasher, H. B., State High School Supervisor, Office of the Superintendent of Public Instruction, Springfield.
- Timmerman, Hazel B., Assistant in Charge of Personnel Division, American Library Association, Chicago.
- Toon, R. S., Principal, Community High School, Niantic.
- Tower, Willis E., Principal, Englewood High School, Chicago.
- Towns, O. A., Principal, Community High School and Junior College, Reddick.
- Tremain, Eloise R., Principal, Ferry Hall, Lake Forest.
- Trimble, H. D., Assistant High School Visitor, University of Illinois, Urbana.
- Tryon, R. M., Professor of Teaching of History, University of Chicago, Chicago.
- Underbrink, H. E., Principal, Township High School, Libertyville.
- Van Doren, C. F., Central Scientific Company, Chicago.
- Wald, Arthur, Dean, Augustana College, Rock Island.
- Waldron, John J., Teacher, St. Rita High School, Chicago.
- Walker, E. T., Lewis Institute, Chicago.
- Wallgren, G. Samuel, Dean and Registrar, North Park College, Chicago.
- Wallis, William, Dean of College of Liberal Arts, Illinois Wesleyan University, Bloomington.
- Walters, O. V., Principal, East High School, Aurora.
- Wendell, Esther A., Librarian, American Library Association, Chicago.
- Wezeman, Frederick H., Principal, Chicago Christian High School, Chicago.

White, Robert D., Principal, Englewood Evening High School, Chicago.
 Wiedrich, J. C., Superintendent of Schools, De Pue.
 Wight, Ed A., Research, University of Chicago, Chicago.
 Willett, G. W., Superintendent of High School and Junior College, Lyons Township High School and Junior College, La Grange.
 Willis, Albert, Principal, Community High School, Fairchild.
 Wilmot, Harry L., Dean, La Salle-Peru-Oglesby Junior College, La Salle.
 Wilson, S. K., President, Loyola University, Chicago.
 Winebrenner, Howard G., Assistant Registrar, Central Y.M.C.A. College, Chicago.
 Wing, O. N., Principal, Central Y.M.C.A. Day High School, Chicago.
 Winking, Lawrence H. (Rev.), Instructor, Junior College, Springfield.
 Wood, George A., Professor of History, Lake Forest College, Lake Forest.
 Yakel, Ralph, Head of Education Department, James Milliken University, Decatur.
 Ylvisaker, H. L., Principal, Township High School, Hinsdale.
 Young, O. O., Superintendent of Schools, Galesburg.

INDIANA

Addison, Paul, Principal, Central High School, Muncie.
 Annis, Floyd M., Principal, Culver High School, Culver.
 Blanchard, William M., Dean, De Pauw University, Greencastle.
 Borden, W. W., Superintendent of Schools, Whiting.
 Brooks, Elwood E., Superintendent of Schools, Salem.
 Brown, Betty, Secretary to F. L. Hunt, Culver Military Academy, Culver.
 Buck, George, Principal, Shortridge High School, Indianapolis.
 Clausen, H. C., Superintendent, North-Judson-Wayne Township High School, North-Judson.
 Coom, Charles S., Principal, Froebel High School, Gary.
 Cox, Baird F., Principal, Senior High School, Logansport.
 Crawford, Eleanor, Registrar, Franklin College, Franklin.
 Cunningham, W. T., University of Notre Dame, Notre Dame.
 Darnall, M. C., Superintendent of Schools, Crawfordsville.
 Dickey, Guy, Superintendent of Schools, Hobart.
 Evans, Edgar H., Trustee, Wabash College, Crawfordsville.
 Feik, Roy W., Superintendent of Schools, East Chicago.
 Franzen, Carl G. F., Professor of Secondary Education, Indiana University, Bloomington.
 Freeman, L. J., Principal, Crawfordsville High School, Crawfordsville.
 Fulkerson, A. O., Principal, Washington High School, Washington.
 Garretson, W. C., Principal, McLean Junior High School, Terre Haute.
 Grubb, L. C., Principal, Whiting High School, Whiting.
 Hertzler, Silas, Registrar, Goshen College, Goshen.
 Hoke, Verna M., Principal, Lew Wallace School, Gary.
 Holl, Carl W., Dean, Manchester College, North Manchester.
 Hopkins, L. B., President, Wabash College, Crawfordsville.
 Hunt, Frederick L., Chairman of Faculty, Culver Military Academy, Culver.
 Jamison, O. G., Principal of Laboratory School, Indiana State Teachers College, Terre Haute.
 Jessee, H. M., Principal, Valparaiso High School, Valparaiso.
 Johnson, Earl A., Principal of High School, Ball State Teachers College, Muncie.
 Jones, Isabelle V., Supervisor of Tests and Measurements, Gary Public Schools, Gary.
 Jones, J. W., Dean of Instruction, Indiana State Teachers College, Terre Haute.
 Julian, Roy B., Superintendent of Schools, Valparaiso.
 Kenkel, Joseph B., President, St. Joseph's College, Collegeville.
 Kern, Charles H., Principal, Mishawaka High School, Mishawaka.
 Knapp, M. L., Principal, Senior High School, Michigan City.
 Kreinheder, O. C., President, Valparaiso University, Valparaiso.
 Kroencke, F. W., Dean of Liberal Arts, Valparaiso University, Valparaiso.
 Kuntz, Leo F., Head of the Department of Education, University of Notre Dame, South Bend.
 Lindberg, C. F., Head, Department of Education, Valparaiso University, Valparaiso.
 Lockwood, L. A., Superintendent of Schools, Rushville.
 Lutz, Charles D., Principal, Horace Mann School, Gary.

- McCarty, Morris E., Superintendent of Schools, Lafayette.
- McCowan, J. O., Principal, Central Senior High School, South Bend.
- Miller, Walther Martin, Chairman, Commission on Curriculum, Valparaiso University, Valparaiso.
- Miltner, Charles C., Dean, Liberal Arts College, University of Notre Dame, Notre Dame.
- Mitchell, J. R., Principal, Shields High School, Seymour.
- Montgomery, H. D., Principal, Concannon High School, Terre Haute.
- Moore, H. E., Superintendent of Vigo County Schools, Terre Haute.
- Mourer, H. H., Principal, Bedford High School, Bedford.
- Murray, C. L., Director of Teacher Training, Department of Public Instruction, Indianapolis.
- Myers, B. E., Principal, Senior High School, Connersville.
- Myers, R. R., Principal, Roosevelt High School, East Chicago.
- Noyer, Ralph, Dean, Ball State Teachers College, Muncie.
- Parker, Albert G., President, Hanover College, Hanover.
- Pittenger, L. A., President, Ball State Teachers College, Muncie.
- Prentice, Donald B., President, Rose Polytechnic Institute, Terre Haute.
- Putnam, J. W., President, Butler University, Indianapolis.
- Ramsey, E. E., Head, Department of Education, State Teachers College, Terre Haute.
- Robinson, R. F., Principal, Washington High School, East Chicago.
- Sister Eugenia, Dean, St. Mary-of-the-Woods College, St. Mary-of-the-Woods.
- Sister Eugenia Clare, Councillor, St. Mary-of-the-Woods.
- Sister Francis Joseph, Supervisor of Schools, St. Mary-of-the-Woods College, St. Mary-of-the-Woods.
- Sister Mary Evangelista, Principal, St. Mary's Academy, Notre Dame.
- Sister Mary Symphoria, Principal, Ancilla Domini High School, Donaldson.
- Spaulding, E. A., Principal, Emerson High School, Gary.
- Smith, H. L., Dean, School of Education, Indiana University, Bloomington.
- Southwick, Margaret, Director of English, Gary Public Schools, Gary.
- Spohn, A. L., Principal, Hammond High School, Hammond.
- Sprouse, W. L., Superintendent of Schools, Logansport.
- Stantz, Guy, Principal, Gerstmeier, Technical High School, Terre Haute.
- Stoler, F. W., Principal, Senior High School, Anderson.
- Talley, Harley E., Principal, High School, Columbus.
- Tallock, V. L., Principal, Bloomington High School, Bloomington.
- Tirey, Ralph N., President, Indiana State Teachers College, Terre Haute.
- Torbet, Charles E., Dean of the College, Evansville College, Evansville.
- Trester, Arthur L., Commissioner of High School Athletics, Indiana High Schools, Indianapolis.
- Wagoner, W. E., Secretary and Registrar, Ball State Teachers College, Muncie.
- Wall, Daisy H., Secretary to the Treasurer of the North Central Association, Indianapolis.
- Wilkins, L. W., Department of Education, University of Notre Dame, Notre Dame.
- Young, C. R., Principal, High School, Frankfort.

IOWA

- Anselm, George, Superintendent of Schools, Mount Vernon.
- Briggs, George N., President, Graceland College, Lamoni.
- Burgstahler, H. J., President, Cornell College, Mount Vernon.
- Butler, Edward J. (Rev.), Registrar and Head of the Department of Education, St. Ambrose College, Davenport.
- Clark, Harry M., Principal, Charles City High School, Charles City.
- Cone, Martin, President, St. Ambrose College, Davenport.
- Coons, James E., President, Iowa Wesleyan College, Mt. Pleasant.
- Davis, George E., Principal, Senior High School, Keokuk.
- Dorcas, H. C., University Examiner and Registrar, Iowa State University, Iowa City.
- Elbert, John A. (Rev.), President, Trinity College and High School, Sioux City.
- Feik, L. W., Superintendent of Public Schools, Sioux City.
- Fitzgerald, Edward A., Director of Studies, Columbia College, Dubuque.
- Foster, J. E., Dean of Summer Quarter, Iowa State College, Ames.
- Friley, Charles E., Vice-President, Iowa State College, Ames.
- Gage, H. M., President, Coe College, Cedar Rapids.

- Gemmill, W. H., Iowa State Board of Education, State Institutions of Higher Learning, Des Moines.
- Gould, William D., Dean of the College, Iowa Wesleyan College, Mt. Pleasant.
- Greene, Clarence W., President, Parsons College, Fairfield.
- Guernsey, Bernard, High School Principal, Shenandoah High School, Shenandoah.
- Harter, J. L., Principal, High School, Centerville.
- Hillman, John L., President, Simpson College, Indianola.
- Hughes, R. M., President, Iowa State College, Ames.
- Johnson, R. W., Principal, Senior High School, Dubuque.
- Kay, G. F., Dean, College of Liberal Arts, University of Iowa, Iowa City.
- Lubbers, Irwin J., President, Central College, Pella.
- Lyons, L. V., Registrar, Des Moines Catholic Academy, Des Moines.
- Morehouse, D. W., President, Drake University, Des Moines.
- Mother Mary Geraldine, President, Ottumwa Heights College, Ottumwa.
- Newburn, Harry K., Principal, University High School, Assistant Professor of Education, University of Iowa, Iowa City.
- Nollen, John, President, Grinnell College, Grinnell.
- O'Brian, Robert E., President, Morningside College, Sioux City.
- Preus, O. J. H., President, Luther College, Decorah.
- Prichard, O. G., Principal, East High School, Des Moines.
- Rae, James, Principal, High School and Junior College, Mason City.
- Rendahl, J. L., President, Waldorf-College—Luther Academy, Forest City.
- Sage, J. R., Registrar, Iowa State College of A. & M. A., Ames.
- Shirley, William F., Superintendent of Schools, Marshalltown.
- Sister Mary Agatha, President, Clark College, Dubuque.
- Sister Mary Angelice, Instructor, Immaculate Conception Academy, Davenport.
- Sister Mary Antonius, Principal, Our Lady of Angels Academy, Clinton.
- Sister Mary Aquinas, Dean of College, Briar Cliff College, Sioux City.
- Sister Mary Berenice, Teacher, Mt. St. Clare Academy, Clinton.
- Sister Mary Bibiana, Mt. St. Francis, Dubuque.
- Sister Mary Christella, Registrar, Clarke College, Dubuque.
- Sister Mary Conciline, Head of Education Department, Clarke College, Dubuque.
- Sister Mary Elizabeth Martin, Principal, Mt. Mercy Academy, Cedar Rapids.
- Sister Mary Josephine, Principal, Visitation Academy, Dubuque.
- Sister Mary Leonita, Principal, St. Angela Academy, Carroll.
- Sister Mary Paschal, Principal, Mt. St. Clare Academy, Clinton.
- Sister Mary Petra, Principal, Immaculate Conception Academy, Davenport.
- Sister Mary Raphael, Head of the Science Department, Ottumwa Heights College, Ottumwa.
- Sister Mary Regina, Dean of Studies, Clarke College, Dubuque.
- Sister Mary Richard, English, Clarke College, Dubuque.
- Sister Mary St. Catherine, Librarian, Immaculate Conception Academy, Davenport.
- Sister Mary Servatius, President, Briar Cliff Junior College, Sioux City.
- Sister Mary Sixtus, Elementary Supervisor, Mt. St. Francis, Dubuque.
- Sister Mary Vincention Harrington, Teacher, Visitation Academy, Dubuque.
- Sister Mary Walburga, Teacher, St. Angels Academy, Carroll.
- Sister Mary Xavier, Dean, Mt. Mercy Junior College, Cedar Rapids.
- Steeper, H. T., Principal, North High School, Des Moines.
- Stonecipher, J. E., Principal, Theodore Roosevelt High School, Des Moines.
- Trefz, J. H., Principal, Creston High School, Creston.
- Zuker, W. B., Vice-President and Treasurer, University of Dubuque, Dubuque.

KANSAS

- Babcock, Rodney W., Dean, Division of General Science, Kansas State College, Manhattan.
- Behan, Warren, Dean and Acting President, Ottawa University, Ottawa.
- Bowers, L. B., President, Kansas Wesleyan, Salina.
- Edwards, David M., President, Friends University, Wichita.
- Goertz, P. S., Dean, Bethel College, Bethel College.
- Hawk, Herbert C., Principal, Winfield High School, Winfield.
- Heckert, L. C., Department of Physical Science, Kansas State Teachers College, Pittsburg.
- Hunt, R. C., State Supervisor of High Schools, State Department of Education, Topeka.

- Kaufman, E. G., President, Bethel College, Bethel College.
- Kelly, John Bailey, President, College of Emporia, Emporia.
- King, Philip C., President, Washburn College, Topeka.
- Ludwig, Sylvester T., President, Bresee College, Hutchinson.
- Mother Lucy Dooley, President, Mt. St. Scholastica College, Atchison.
- Mother Mary Josepha, Administrator, St. Mary College, Leavenworth.
- Murphy, Arthur M., President, St. Mary College, Leavenworth.
- Neester, L. D., Chairman, Biological Division, Fort Hays Kansas State College, Hays.
- Neff, Frank A., Dean, University of Wichita.
- Pihlblad, Ernest F., President, Bethany College, Lindsborg.
- Poundstone, W. J., Registrar, Southwestern College, Winfield.
- Replogle, Fred A., Dean—Registrar, McPherson College, McPherson.
- Schmitz, Sylvester B. (Rev.), Dean, St. Benedict's College, Atchison.
- Schwalen, V. F., President, McPherson College, McPherson.
- Schwinn, Bonaventure, Instructor, St. Benedict's College High School, Atchison.
- Sister Jerome Keeler, Dean, Mt. St. Scholastica College, Atchison.
- Sister Mary Bertille, High School Supervisor, Marymount Academy, Concordia.
- Sister Mary Chrysostom, Dean, Marymount College, Salina.
- Sister Mary Lorian, St. Mary College, Leavenworth.
- Smith, M. D., Dean of College, Kansas Wesleyan, Salina.
- Stoll, Charles A., President, Central College, McPherson.
- Stouffer, E. B., Dean, Graduate School, University of Kansas, Lawrence.
- Van Slyck, W. N., Principal, Topeka High School, Topeka.
- Wellemeyer, J. F., Principal and Dean of Junior College, Wyandotte High School, Kansas City.
- Wiest, Charles F., Department of Philosophy, Fort Hays Kansas State College, Hays.
- Young, O. R., Principal, Leavenworth High School, Leavenworth.
- Altenburg, George I., Dean, Junior College, Highland Park.
- Anspach, C. L., Dean of Administration, Michigan State Normal College, Ypsilanti.
- Averill, Forrest G., Senior High Principal, Fordson High School, Dearborn.
- Baker, Grover C., Registrar, Ferris Institute, Big Rapids.
- Bow, Warren E., Assistant Superintendent, Detroit High Schools, Detroit.
- Bradshaw, C. R., Principal, Lincoln High School, Ferndale.
- Brock, I. M., Principal, Arthur Hill High School, Saginaw.
- Brown, Ernest E., President, Ferris Institute, Big Rapids.
- Bukowski, Arthur F. (Rev.) Dean, Catholic Junior College, Grand Rapids.
- Carrothers, George E., Professor of Education, University of Michigan, Ann Arbor.
- Chapman, Ivan E., Principal, Western High School, Detroit.
- Corns, Joseph H., Principal, Central High School, Detroit.
- Craig, John A., Superintendent of Schools, Muskegon.
- Crooks, H. M., President, Alma College, Alma.
- Darnell, Albertus, Dean of Liberal Arts College, Wayne University, Detroit.
- Davis, C. O., Professor of Secondary Education, University of Michigan, Ann Arbor.
- Davis, John E., Junior and Senior High School Principal, Ecorse High School, Ecorse.
- Dear, R., Ernest, Principal, L. L. Wright High School, Ironwood.
- Derry, George Hermann, President, Marygrove College, Detroit.
- Diebold, Frances, Department Head, Biology (Associate Professor), Kalamazoo College, Kalamazoo.
- Duggan, L. F., Registrar and Professor of Mathematics, Michigan College of Mining and Technology, Houghton.
- Edmonson, J. B., Dean, School of Education, University of Michigan, Ann Arbor.
- Edwards, H. E., Director, Department of Education, Emmanuel College, Berrien Springs.
- Elwyn, Foss, Principal, Junior-Senior High School, Sault Ste. Marie.
- Emmons, Lloyd C., Dean of Liberal Arts, Michigan State College, East Lansing.
- Erickson, Arthur E., Superintendent, Luther L. Wright High School, Ironwood.
- Everett, John P., Chairman, Department of Mathematics, Western State Teachers College, Kalamazoo.

MICHIGAN

- Adams, Waldo L., Superintendent of Schools, Sturgis.
- Allen, E. G., Assistant Principal, Cass Technical High School, Detroit.

- Harton, W. C., Principal, High School, Albion.
 Head, William F., Principal, Central High School, Kalamazoo.
 Hemler, Charles A., High School Principal, Senior High School, Benton Harbor.
 Henry, David D., Assistant State Superintendent of Public Instruction, State Department, Lansing.
 Hood, Carl, Principal, Dearborn High School, Dearborn.
 Hoppough, Cora L., Registrar, Battle Creek College, Battle Creek.
 Jelsch, John, Superintendent of Public Schools, Iron Mountain.
 Johnston, Edgar G., Principal, University High School, Ann Arbor.
 Kirvey, J. R., High School Principal, South Haven High School, South Haven.
 Knoblauch, A. L., Principal, Buchanan High School, Buchanan.
 Koch, Harlan C., Assistant Director, Bureau of Cooperation, University of Michigan, Ann Arbor.
 Kraus, Edward H., Dean, College of Literature, Science and the Arts, University of Michigan, Ann Arbor.
 Kuebler, Freda, Secretary in the Bureau of Cooperation with Educational Institutions, University of Michigan, Ann Arbor.
 Leffler, Emil, President, Battle Creek College, Battle Creek.
 Lessinger, W. E., Dean, College of Education, Wayne University, Detroit.
 Lyttle, Stephen H., Principal, Saginaw High School, Saginaw.
 MacMorland, Wanda, Registrar, Emmanuel Missionary College, Berrien Springs.
 Manning, George A., High School Principal, Senior High School, Muskegon.
 McNally, J. V., Principal, MacKenzie High School, Detroit.
 Miller, Chester F., Superintendent, Public Schools, Saginaw.
 Miller, Don S., Assistant Dean, Wayne University, Detroit.
 Milton, C. L., Principal, St. Joseph High School, St. Joseph.
 Murdock, G. W., Principal, Southwestern High School, Detroit.
 Olsen, Glenn H., Senior High School Principal, Grand Haven.
 Osborn, Delton, Principal, Monroe High School, Monroe.
 Otto, Henry J., Director of Education, W. K. Kellogg Foundation, Battle Creek.
 Pease, James E., Superintendent of Schools, North Muskegon Public Schools, North Muskegon.
 Phipps, Burton H., Principal, E. M. C. Academy, Berrien Springs.
 Poetker, A. H., President, University of Detroit, Detroit.
 Post, E. R., Principal, Christian High School, Grand Rapids.
 Prakken, William, Principal, High School, Highland Park.
 Quickstad, N. J., Superintendent, Royal Oak Public Schools, Royal Oak.
 Quinn, John F., Assistant Dean, University of Detroit, Detroit.
 Riemersma, J. J., Principal, Holland Senior High School, Holland.
 Rogers, Malcolm B., Superintendent, Zeeland High School, Zeeland.
 Rooks, Albert J., Dean, Calvin College, Grand Rapids.
 Rose, E. G., Principal, Marshall High School, Marshall.
 Sangren, Paul V., Dean of Administration, Western State Teachers College, Kalamazoo.
 Seaton, John L., President, Albion College, Albion.
 Shattuck, W. S., Dean, Junior College, Flint.
 Sister Aloysius Marie, Mathematics Teacher, Sacred Heart Academy, Mt. Pleasant.
 Sister Francis Regis, School Supervisor. St. Mary Academy, Monroe.
 Sister Marian, Principal, St. Bernard High School, Detroit.
 Sister Mary Alexia, Principal, Holy Rosary Academy, Bay City.
 Sister Mary Crescentia, Principal, St. Andrew School, Saginaw.
 Sister Mary Euphrasia, Principal, St. Mary's School, Saginaw.
 Sister Mary Evangeline, Principal, Marywood Academy, Grand Rapids.
 Sister Mary Frederic, Principal, Mount Mercy Academy, Grand Rapids.
 Sister Mary Gervase, Science Teacher, Catholic Central High School, Grand Rapids.
 Sister Mary Honora, Dean, Marygrove College, Detroit.
 Sister Mary Hortense, Mt. Mercy College, Grand Rapids.
 Sister Mary Kevin, Instructor, St. Joseph Academy, Adrian.
 Sister Mary Lucilla, Principal, St. Mary High School, Bay City.
 Sister Mary Stella, Principal, Nazareth Academy, Nazareth.
 Sister Rose Marie, Mathematics Teacher, Catholic Central High School, Grand Rapids.
 Sister Rose Norine, Assistant Registrar, St. Joseph's College, Adrian.

- Smith, Ira M., Registrar, University of Michigan, Ann Arbor.
- Spain, Charles L., Executive Vice-President, Wayne University, Detroit.
- Steele, Harold, Superintendent of Schools and President of Junior College, Jackson High School and Junior College, Jackson.
- Steen, Thomas W., President, Emmanuel Missionary College, Berrien Springs.
- Sullivan, Paul D., Dean of the College of Arts and Sciences, University of Detroit.
- Sweeney, Raymond (Rev.), Principal, Catholic Central High School, Grand Rapids.
- Tanis, J. E., Principal, Northern High School, Detroit.
- Thompson, Edgar C., Principal, Pershing High School, Detroit.
- Tyndall, R. F., Principal, Central High School, Dowagiac.
- Umbreit, A. G., Director, Muskegon Junior College, Muskegon.
- Vanden Bosch, J. G., Professor of English, Calvin College, Grand Rapids.
- Van Every, M. M., Supervisor, Certification and Teacher Training, Department of Public Instruction, Lansing.
- Van Hoesen, Ralph, Supervisor, Secondary Education, Department of Public Instruction, Lansing.
- Warner, Mary M., Head of Department of Education, Kalamazoo College, Kalamazoo.
- Wellwood, J. E., Principal, Central High School, Flint.
- Wichers, W., President, Hope College, Holland.
- Wilcox, Charles C., Assistant Superintendent of Schools, Kalamazoo.
- Yoakum, C. S., Vice-President, University of Michigan, Ann Arbor.
- Zabel, Walter J., Principal, Junior-Senior High School, Niles.
- Douglass, H. R., Professor of Secondary Education, University of Minnesota, Minneapolis.
- Drescher, H. A., Dean, Hibbing Junior College, Hibbing.
- Goodwin, John B., Graduate School, University of Minnesota, Minneapolis.
- Guise, Carl, Dean, Itasca Junior College, Coleraine. (representing Greenway High School)
- Hau, Julius W. (Rev.), Head of English Department, St. Mary's College, Winona.
- Jacobson, P. B., High School Principal, Austin High School, Austin.
- Johnson, O. J., President, Gustavus Adolphus College, St. Peter.
- Lathrop, Adele, Adviser to Freshman Women, Carleton College, Northfield.
- MacQuarrie, A. E., Principal, Washburn High School, Minneapolis.
- McWhorter, L. N., Assistant Superintendent of Schools, Minneapolis.
- Moe, Floyd B., Dean, Virginia Junior College, Virginia.
- Moynehan, James H., President, St. Thomas Military Academy, St. Paul.
- Pace, Charles Nelson, President, Hamline University, St. Paul.
- Preus, C. K., Executive Secretary, Board of Education, Lutheran Church of America, Minneapolis.
- Rosa, Irvin E., Superintendent of Schools, Owatonna.
- Schabert, J. A., Educational Advisor, Visitation Convent, St. Paul.
- Schabert, J. A., Dean, College of St. Thomas, St. Paul.
- Sister Claire Lynch, Dean, College of St. Benedict, St. Joseph.
- Sister Eucharista, Registrar, College of St. Catherine, St. Paul.
- Sister Eva, Principal, St. Joseph's Academy, St. Paul.
- Sister Irene, Principal, St. Mary's School, St. Cloud.
- Sister Marie Ursule, Principal, Derham Hall High School, St. Paul.
- Sister Mary Adelia, Principal, St. Benedict's Academy, St. Joseph.
- Sister Mary Alexia Tighe, Head of English Department, Bethlehem Academy, Faribault.
- Sister Mary Aloysius Molloy, President, College of St. Teresa, Winona.
- Sister Mary Ann, Teacher, Villa Santa Scholastica, Duluth.
- Sister Mary Brigetta, Chairman, English Department, College of St. Scholastica, Duluth.
- Sister Mary Catherine, Principal, Good Counsel Academy, Mankato.

MINNESOTA

- Acheson, John C., President, Macalester College, St. Paul.
- Boardman, Charles W., Professor of Education, University of Minnesota, Minneapolis.
- Boe, L. W., President, St. Olaf College, Northfield.
- Brother H. Cassian, Principal, De La Salle High School, Minneapolis.
- Brother Joseph, Principal, Cotter High School, Winona.
- Brother Leopold, President, St. Mary's College, Winona.
- Brother Richard, Registrar, St. Mary's College, Winona.
- Brown, J. N., President, Concordia College, Moorhead.

Sister Mary Colman, Principal, Loretto High School, Caledonia.

Sister Mary Edith, Principal, St. John High School, Rochester.

Sister Mary Evarista, Principal, St. Augustine High School, Austin.

Sister Mary Hubert, Commerce Department, St. Margaret's Academy, Minneapolis.

Sister Mary Jane Frances, Principal, Sacred Heart High School, Waseca.

Sister Mary Leontius Schulte, Instructor of Mathematics, College of St. Teresa, Winona.

Sister Mary Samuela Murray, Principal, Bethlehem Academy, Faribault.

Sister Mary Theodoretta, Provincial Supervisor of Schools, Good Counsel Academy, Mankato.

Sister Virgil, Teacher, St. Joseph's Academy, St. Paul.

Slette, O. H., Principal, Senior High School, Virginia.

Sverdrup, George, President, Augsburg College, Minneapolis.

Todd, J. Edward, Director of Admissions, Carleton College, Northfield.

Williamson, Arthur S., Vice-President, Minnesota Intercollegiate Athletic Association.

MISSOURI

Adams, E. K., Assistant State Superintendent of Schools, Missouri, Jefferson City.

Adams, E. R., Principal, Maplewood High School, Maplewood.

Boehmer, Florence E., President, Cottey College, Nevada.

Brennan, William M. (Very Rev.), Superintendent, St. Vincent's High School, Perryville.

Brossard, Cornelia, Dean of Women, Harris Teachers College, St. Louis.

Brother J. Elzear, Principal, Christian Brothers High School, St. Louis.

Brother Julius J. Kreshel, Principal, William Cullen McBride High School, St. Louis.

Bryan, W. J. S., Library Adviser, St. Louis Public Schools, St. Louis.

Bryan, W. J. S. (Mrs.), St. Louis.

Butler, Charles H., Principal, University High School, University of Missouri, Columbia.

Criswell, E. H., Dean, Wentworth Military Academy, Lexington.

Crowley, Francis M., Dean, School of Education, St. Louis University, St. Louis.

Deaton, J. C., Principal, Senior High School, Jefferson City.

Deneke, Wesley A., Dean of Junior College, Flat River.

Dieterich, H. R., Professor of Secondary Edu-

cation and Principal of Training High School, State Teachers College, Maryville.

Donovan, George F., President, Webster College, Webster Groves.

Dubach, Otto F., Principal, Central High School, Kansas City.

Elliff, High School Visitor, University of Missouri, Columbia.

Ellis, Roy, President, Southwest Missouri State Teachers College, Springfield.

Erskine, Marjory, Principal, Academy of the Sacred Heart, St. Louis.

Eubank, L. A., Dean of Faculty, Northeast Missouri State Teachers College, Kirksville.

Fair, Eugene, President, Northeast Missouri State Teachers College, Kirksville.

Florence, Charles W., President, Lincoln University, Jefferson City.

Gibbons, J. J. (Rev.), Dean, Rockhurst College, Kansas City.

Gipson, Alice E., Academic Dean, Lindenwood College, St. Charles.

Griswold, Julia B., Principal, Wellston High School, Wellston.

Harmon, H. G., President, William Woods College, Fulton.

Hitch, A. M., Superintendent, Kemper Military School, Boonville.

Hopkins, L. S., Dean, Head of the Department of Biology, Culver-Stockton College, Canton.

Jenson, J. R., Dean of College, Tarkio College, Tarkio.

Johnson, B. Lamar, Dean of Instruction, Stephens College, Columbia.

Kenaston, Florence A., Acting Dean of Faculty, Cottey College, Nevada.

Kendig, M. Mercer, Head, Barstow School, Kansas City.

Knapp, Thomas M., Dean, College of Arts and Sciences, St. Louis University, St. Louis.

Lamdin, Uel, President, State Teachers College, Maryville.

Laughlin, J. McClellan, Chairman of History Department, The Principia, St. Louis.

Linker, S. J., Dean, Jefferson City Junior College, Jefferson City.

McCluer, F. L., President, Westminster College, Fulton.

McDonald, W. H., Superintendent of Schools, Trenton.

Marston, Frederick, Dean, Kemper Military School, Boonville.

Miller, J. C., Acting President, Christian College, Columbia.

Moon, Allen J., Dean, William Jewell College, Liberty.

Myers, V. C., Dean, Southeast Missouri State Teachers College, Cape Girardeau.
 Newcomb, E. H., Executive Secretary, University of Kansas City, Kansas City.
 O'Loane, Mary T., Dean, Maryville College, St. Louis.
 Parker, W. W., President, Southeast Missouri State Teachers College, Cape Girardeau.
 Paulin, Eugene A., Inspector, Maryhurst Normal, Maryhurst Kirkwood.
 Puckett, E. P., Dean, Central College, Fayette.
 Roberta, Katherine F., Principal, Hosmer Hall, St. Louis.
 Roemer, John L., President, Lindenwood College, St. Charles.
 Rufi, John, Professor of Education, University of Missouri, Columbia.
 Sanders, W. F., Dean, Park College, Parkville.
 Sanford, O. G., Dean, University of Kansas City, Kansas City.
 Schwitalla, Alphonse M., Dean, School of Medicine, St. Louis University, St. Louis.
 Shipley, F. W., Dean, College of Liberal Arts, Washington University, St. Louis.
 Shouse, John L., Assistant Superintendent of Schools, Kansas City.
 Sister Bertrande, Principal, St. Vincent High School, Perryville.
 Sister Helen Marie, Assistant Principal, Rosati-Kain High School, St. Louis.
 Sister Joseph Aloysius Gussert, Dean, Fontbonne College of St. Louis University, St. Louis.
 Sister Lillian Clare Reed, Registrar, Webster College, Webster Groves.
 Sister Marian Alberta, Directress, Loretto Academy, Kansas City.
 Sister Mary Alfred, Principal, Notre Dame High School, St. Louis.
 Sister Mary Benedette, Assistant Principal, Rosati-Kain High School, St. Louis.
 Sister Mary Chrysologa, Associate Dean, Notre Dame Junior College, St. Louis.
 Sister Mary Evangela, Instructor, Notre Dame Junior College, St. Louis.
 Sister Mary Faber, Instructor, Loretto Academy, Kansas City.
 Sister Mary Henry Siegel, Principal, St. Joseph's Academy, St. Louis.
 Sister Mary Imelda Walshe, Principal, Incarnate Word Academy, Normandy.
 Sister Mary Marcella, Principal, St. Teresa Academy, Kansas City.
 Sister Mary Prudentia, Directress of Education, St. Mary's Junior College, O'Fallon.
 Sister Miriam Judd, Dean, Webster College, Webster Groves.

Sister St. John, Redemptorist High School, Kansas City.
 Smith, Harlie L., Professor of Education, Culver-Stockton College, Canton.
 Swanson, A.M., Vice-President, Junior College, Kansas City.
 Sweazey, George B., Dean, Westminster College, Fulton.
 Waney, Anne R., Library Co-ordinator, St. Louis High School, St. Louis.
 Wise, H. A., Head, Department of Education, State Teachers College, Springfield.
 Wood, James M., President, Stephens College, Columbia.
 Wood, John H., President, Culver-Stockton College, Canton.

MONTANA

Riley, Emmet (Rev.), President, Carroll College, Helena.

NEBRASKA

Casey, Helen, Dean of Studies, Duchesne College, Omaha.
 Corey, Stephen M., Professor of Educational Psychology, University of Nebraska, Lincoln.
 Dean, E. B., President, Doane College, Crete.
 Degelman, George A., Regent, Creighton University, Omaha.
 Elliott, Robin, President, Chadron State Teachers College, Chadron.
 Harnly, P. W., Principal, Senior High School, Grand Island.
 Hellman, Walter H., President, Hebron Academy, Hebron.
 Henzlik, F. E., Dean of Teachers College, University of Nebraska, Lincoln.
 Johnson, Alvin W., Executive Dean, Union College, Lincoln.
 Mardis, H. C., Principal, Lincoln High School, Lincoln.
 Masters, J. E., Principal, Central High School, Omaha.
 Mitchell, J. C., Department of Secondary Education, Department of Public Instruction, Lincoln.
 Morton, W. H., Principal, Teachers College High School, Chairman, Department of Secondary Education, Teachers College, University of Nebraska, Lincoln.
 Oldfather, C. H., Dean, College of Arts and Sciences, University of Nebraska, Lincoln.
 Ostdiek, Joseph H., Superintendent of Catholic Schools, Omaha.
 Pate, W. R., President State Teachers College, Peru.
 Reed, A. A., University of Nebraska, Lincoln.

Regan, Eleanor, Dean of Women, Duchesne College, Omaha.
 Rosenlof, G. W., Professor of Secondary Education, University of Nebraska, Lincoln.
 Sealock, W. E., President, Municipal University of Omaha, Omaha.
 Seamster, F. C., Principal, Senior High School, Norfolk.
 Sister M. Olivia, Principal, Sacred Heart High School, Omaha.
 Weyer, F. E., Dean, Hastings College, Hastings.

NEW MEXICO

Diefendorf, J. W., Professor of Education, University of New Mexico, Albuquerque.
 Gossard, H. C., President, New Mexico Normal University, Las Vegas.
 Martin, E. D., Superintendent of Schools, Deming.

NORTH DAKOTA

Kroeze, B. H., President, Jamestown College, Jamestown.
 Lillehaugen, S. T., Director of Secondary Education, State Department of Public Instruction, Bismarck.
 Schmidt, C. C., Professor, University of North Dakota, Grand Forks.
 Sister Mary Yvonne, Principal, St. John's Academy, Jamestown.
 Tighe, B. C. B., Principal, Senior High School, Fargo.

OHIO

Anderson, Earl W., Professor of Education, Ohio State University, Columbus.
 Ashbaugh, E. J., Dean, School of Education, Miami University, Oxford.
 Benson, John J., Principal, St. Xavier High School, Cincinnati.
 Bixler, Lorin E., Professor of Education, Muskingum College, New Concord.
 Black, Stacy R., Finance Director, Fenn College, Cleveland.
 Blain, John L., Dean, College of Education, Kent State College, Kent.
 Bohn, J. E., Principal, Ashland High School, Ashland.
 Brown, Kenneth I., President, Hiram College, Hiram.
 Burns, D. F., President, Xavier University, Cincinnati.
 Carrigan, Edward, Dean, College of Liberal Arts, Xavier University, Cincinnati.
 Clippinger, H. G., President, Otterbein College, Westerville.
 Cole, C. N., Dean, Oberlin College, Oberlin.

Colford, James L., Principal, St. Ignatius High School, Cleveland.
 Conry, Edward B. (Rev.), Principal, Ursuline High School, Youngstown.
 Dilley, H. B., Registrar, Ohio University, Athens.
 Doult, H. M., Head, Department of Secretarial Science, University of Akron, Akron.
 Dunathan, Homer R., President, Findlay College, Findlay.
 Eikenberry, D. H., Professor of Education, Ohio State University, Columbus.
 Fichter, J. W., Assistant State Director of Education, State Department of Education, Columbus.
 Flood, John W., Principal, West High School, Akron.
 Gardner, D. H., Dean of Men, University of Akron, Akron.
 Giles, H. H., Assistant Professor, Ohio State University, Columbus.
 Hartwick, Fred C., Principal, Chaminade High School, Dayton.
 Hayden, J. B., Headmaster, Western Reserve Academy, Hudson.
 Hickok, Ralph K., President, Western College, Oxford.
 Jones, H. W., President, Youngstown College, Youngstown.
 Kelly, J. V., Dean, St. John's College, Toledo.
 Knust, Edward H., Principal, University of Dayton High School, Dayton.
 Ladd, A. D., Principal, Garfield High School, Akron.
 Landis, Emerson H., Assistant Superintendent of Schools, Dayton.
 Lindquist, R. D., Director, University School, Ohio State University, Columbus.
 Luttrell, C. J., Principal, Ashtabula High School, Ashtabula.
 McCreight, J. L., Professor of Bible and Religion, Muskingum College, New Concord.
 McGuin, S. H., Professor of Social Science, Muskingum College, New Concord.
 McKee, John D., Alumni Secretary, The College of Wooster, Wooster.
 Mahaffey, E. L., Principal, South High School, Columbus.
 Maline, Julian L. (Rev.), Associate Dean, Xavier University, Cincinnati.
 Mason, E. G., Dean, Ashland College, Ashland.
 Matteson, I. F., Superintendent of Schools, Findlay.
 Mees, Otto, President, Capitol University, Columbus.
 Mentag, Joseph P. (Rev.), Principal, St. John's High School, Toledo.

- Miller, Charles S., President, Heidelberg College, Tiffin.
- Montgomery, Robert N., President, Muskingum College, New Concord.
- Moses, C. F., Professor, Muskingum College, New Concord.
- Mother Mary Adelaide, President, St. Clare Academy, Sylvania.
- Mother Mary Veronica, President, Ursuline College, Cleveland.
- Nash, Philip C., President, University of Toledo, Toledo.
- Ogan, R. W., Dean of the College, Muskingum College, New Concord.
- Overman, J. R., Dean, College of Liberal Arts, Bowling Green State College, Bowling Green.
- Patin, R. B., Principal, Shaker High School, Shaker Heights.
- Powell, Leland, Principal, High School, Nelsonville.
- Reavis, G. H., High School Supervisor, State Department of Education, Columbus.
- Schultz, John J., Director of Teacher Training, University of Dayton, Dayton.
- Shatzer, C. G., Dean, Wittenberg College, Springfield.
- Sheridan, Harold J., Dean of the College, Ohio Wesleyan University, Delaware.
- Simmons, H. E., President, University of Akron, Akron.
- Sister Anna Regis, English Teacher, Mount Notre Dame, Reading.
- Sister Blandine, Principal, Villa Julianne, Dayton.
- Sister Dorothea, Directress, Mt. St. Joseph Academy on-the-Ohio, Mt. St. Joseph.
- Sister Ernestine, Principal, Summit Country Day School, Cincinnati.
- Sister Letitia, Principal, Ursuline Academy, Cleveland.
- Sister Maria Corona, Dean, College of Mt. St. Joseph-on-the-Ohio, Mt. St. Joseph.
- Sister Mary, Principal, St. Augustine Academy, Lakewood.
- Sister Mary Aloysi, Acting Dean, Notre Dame College, South Euclid.
- Sister Mary Aquinas, Dean, Mary Manse College, Toledo.
- Sister Mary Basil, Teacher, St. Augustine Academy, Lakewood.
- Sister Mary Beatrice, Principal, Lourdes Academy, Cleveland.
- Sister Mary Berchmans, Principal, St. Joseph Academy, Cleveland.
- Sister Mary Celestine, Principal, Ursuline Academy of the Sacred Heart, Cleveland.
- Sister Mary Consolata, Principal, Villa Angela Academy, Cleveland.
- Sister Mary Coralita, Instructor, St. Mary's of the Springs College, East Columbus.
- Sister Mary Gonzago, Dean, Ursuline College, Cleveland.
- Sister Mary Jeanita, Faculty Member, Notre Dame College, South Euclid.
- Sister Mary Justinian, Principal, St. Clare Academy, Sylvania.
- Sister Mary Mechtildis, Principal, Academy of St. Therese, Lakewood.
- Sister Mary Monica, Principal, St. Mary's of the Springs Academy, East Columbus.
- Sister Mary Priscilla, Principal, Notre Dame High School, Cleveland.
- Sister Mary Roberta, Teacher of English, Lourdes Academy, Cleveland.
- Sister Mary Theobald, Teacher, St. Joseph Academy, Garfield Heights.
- Sister Pulcheria Whelan, President, Mary Manse College, Toledo.
- Sopher, Edmund D., President, Ohio Wesleyan University, Delaware.
- Stokes, Albert C., Principal, Fremont Ross High School, Fremont.
- Stradley, B. L., University Examiner, Ohio State University, Columbus.
- Thomas, C. O., President, Fenn College, Cleveland.
- Tredtin, Walter C. (Rev.), President, University of Dayton, Dayton.
- Upham, A. H., President, Miami University, Oxford.
- Walters, Raymond, President, University of Cincinnati, Cincinnati.
- Whinnery, Karl E., Principal, Sandusky High School, Sandusky.
- Williams, Oscar H., Dean, College of Liberal Arts, Kent State College, Kent.
- Wright, Louis C., President, Baldwin Wallace College, Berea.
- Yeske, Lawrence A., President, Cathedral Latin School, Cleveland.

OKLAHOMA

- Baker, Ira W., Principal, Classen High School, Oklahoma City.
- Driscoll, F. A., Headmaster, Cascia Hall, Tulsa.
- Fellows, John E., Registrar, University of Tulsa, Tulsa.
- Foster, Eli C., Principal, Central High School, Tulsa.
- French, Will, Superintendent of Schools, Tulsa.
- Holley, J. Andrew, Chief High School Inspector, State Department of Education, Oklahoma City.
- Langenheim, R. L., Acting President, University of Tulsa, Tulsa.

McCash, I. N., President, Phillips University, Enid.
 McLeod, L. S., Dean, University of Tulsa, Tulsa.
 Morris, W. E., Director of Public Relations, University of Tulsa, Tulsa.
 Mother Mary Agnes Arvin, President, Catholic College of Oklahoma for Young Women, Guthrie.
 Scroggs, Schiller, Director of Administrative Research, Oklahoma A. & M. College, Stillwater.
 Sifert, E. R., Principal, Central High School, Oklahoma City.
 Wells, George C., Supervisor of Indian Education for Oklahoma, U.S. Department of Interior, Oklahoma City.

SOUTH DAKOTA

Beaver, C. A., Superintendent of Schools, Yankton.
 Compton, R. K., Executive Vice-President, Sioux Falls College, Sioux Falls.
 Early, W. I., Principal, Washington High School, Sioux Falls.
 Eliassen, R. H., Head of Department of Education, Yankton College, Yankton.
 Eversull, Frank L., President, Huron College, Huron.
 Fort, L. M., Principal, Mitchell High School, Mitchell.
 Hyde, Melvin A., Dean, Dakota Wesleyan University, Mitchell.
 James, Herman G., President, University of South Dakota, Vermillion.
 Kraushaar, R. W., State High School Supervisor, State Education Department, Pierre.
 Mackenzie, H., Superintendent of Schools, Watertown.
 Miller, Dwight D., Principal, Senior High School, Watertown.
 Nash, George W., President, Yankton College, Yankton.
 Sister Rose Catherine, Principal, Cathedral High School, Sioux Falls.
 Wiseman, C. R., Head of Education Department, South Dakota State College, Brookings.

WEST VIRGINIA

Cramblet, Wilbur H., President, Bethany College, Bethany.
 Davis, John W., President, West Virginia State College, Institute.
 Ewing, I. E., Principal, Wheeling High School, Wheeling.
 Gibson, A. J., State Supervisor of High Schools, Charleston.

Greenleaf, William E., Dean, College of Arts and Sciences, Marshall College, Huntington.

Hall, John Ruskin, Assistant County Superintendent of Schools, Lewis County, Weston.
 Maclin, E. S., President, New River State College, Montgomery.
 Shreve, John C., President, West Liberty State Teachers College, West Liberty.
 Shumaker, R. Worth, Assistant County Superintendent of Schools, Upshur County, Buckhannon.
 Stemple, F. W., Professor of Education, West Virginia University, Morgantown.

WISCONSIN

Ames, J. H., President, River Falls State Teachers College, River Falls.
 Balzer, G. J., Principal, Washington High School, Milwaukee.
 Briggs, Lucia R., President, Milwaukee-Downer College, Milwaukee.
 Brooks, P. A., President of Board, Campion High School, Prairie du Chien.
 Burtt, Helen K., Principal, Milwaukee-Downer Seminary, Milwaukee.
 Connors, Harold F., Principal, Lincoln High School, Hurley.
 Ellis, J. Russell, Superintendent of Schools, Canton.
 Evans, Silas, President, Ripon College, Ripon.
 Finnegan, T. A. (Rev.), Principal, Marquette High School (University), Milwaukee.
 Fitzpatrick, Edward A., President, Mt. Mary College, Milwaukee.
 Ganfield, W. A., President, Carroll College, Waukesha.
 Giles, J. T., State High School Supervisor, State Department of Public Instruction, Madison.
 Grace, W. J., Dean, College of Liberal Arts, Marquette University, Milwaukee.
 Helble, Herbert H., Principal, High School, Appleton.
 Hill, Jim Dan, President, State Teachers College, Superior.
 Holt, H. H., Dean, St. John's Military Academy, Delafield.
 Jahr, Charles A., High School Principal, Elkhorn High School, Elkhorn.
 John, D. F., Associate Principal, Central High School, Kenosha.
 Keefe, Anselm M. (Rev.), Rector, St. Norbert College, West De Pere.
 Kennedy, B. A., Superintendent, Prairie du Chien High School, Prairie du Chien.
 Lazenby, John C., Director of Secondary Education, State Teachers College, Milwaukee.

- McGinley, John R., Superintendent, Our Lady of Lourdes High School, Marinette.
- McNeel, J. H., Principal, Beloit High School, Beloit.
- Maas, Frank A., High School Supervisor, Milwaukee Vocational School, Milwaukee.
- Mallon, Charles E., Assistant Principal, Champion High School, Prairie du Chien.
- Maurer, Irving, President, Beloit College, Beloit.
- Miller, D. W., Principal, Horlick Senior High School, Racine.
- Nelson, Burton E., President, The Stout Institute, Menomonie.
- Pieters, Aleida J., Dean, Milwaukee-Downer College, Milwaukee.
- Polk, Forrest R., President, State Teachers College, Oshkosh.
- Randle, F. S., Principal, East High School, Madison.
- Rohan, Benjamin, Superintendent of Schools, Appleton.
- Sister Mary Albertine, Supervisor, St. Rose Convent, La Crosse.
- Sister Mary Alexia, Principal, St. Joseph's Academy, Stevens Point.
- Sister Mary Andre, Principal, St. John's Cathedral High School, Milwaukee.
- Sister Mary Angeline, Principal, St. Mary's Springs Academy, Fond du Lac.
- Sister Mary Bernardo, Vice Principal, Messmer High School, Milwaukee.
- Sister Mary Charitina, Supervisor, Aquinas High School, La Crosse.
- Sister Mary Emma, Teacher, St. Mary's Springs Academy, Fond du Lac.
- Sister Mary Enrico, Registrar, St. Mary's Academy, Prairie du Chien.
- Sister Mary Eugene, Principal, St. Mary's Academy, Fort Crawford Manor, Prairie du Chien.
- Sister Mary Jane Frances, Assistant to Registrar, Mount Mary College, Milwaukee.
- Sister Mary Ruth, Teacher, St. Clara Academy, Sinsinawa.
- Sister Mary Samuel, Rosary College, Sinsinawa.
- Sister Mary Seraphia, Bursar, Mt. Mary College, Milwaukee.
- Sister Mary Thomasine, Principal and Instructor, St. Clara Academy, Sinsinawa.
- Spigener, F. S., Director, Milwaukee University School, Milwaukee.
- Tarbell, R. W., Counselor, Milwaukee Vocational School, Milwaukee.
- Towner, Milton C., Assistant to the President, Lawrence College, Appleton.
- Tremper, G. N., Principal, Senior High School, Kenosha.
- Weirick, Bessie M., Registrar, Beloit College, Beloit.
- Willing, M. H., Professor of Education, University of Wisconsin, Madison.
- Wipperrmann, Edgar G., Principal, Columbus High School, Columbus.
- Worthington, J. E., Principal, Waukesha High School, Waukesha.
- Wright, Bessie G., Business Manager, Head of Residence, Milwaukee-Downer Seminary, Milwaukee.
- Wriston, H. M., President, Lawrence College, Appleton.

WYOMING

- Maxwell, C. R., Dean, College of Education, University of Wyoming, Laramie.

OTHER STATES

- Barton, John W., President, Ward-Belmont School, Nashville, Tennessee.
- Cottrell, Donald P., Associate Professor of Education, Teachers College, Columbia University, New York.
- Huntley, M. C., Executive Secretary, Southern Association of Colleges and Secondary Schools, Birmingham, Alabama.
- Kent, R. A., President, University of Louisville, Louisville, Kentucky.
- Miller, George S., Delegate from New England Association of Colleges and Secondary Schools, Tufts College, Medford, Massachusetts.
- Savage, Howard J., Secretary, Carnegie Foundation, New York City.
- Sister Mary Francisca, Supervisor of Education, Loretto Mother House, Junior College, Nerina, Kentucky.
- Smith, M. Elwood, Dean, Oregon State System of Higher Education, Corvallis, Oregon.
- Young, William Lindsay, Secretary, Board of Education of Presbyterian Church, U.S.A., 814 Witherspoon Building, Philadelphia, Pennsylvania.
- Zook, George F., Director, American Council on Education, 744 Jackson Place, Washington, D.C.